



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

26 Sep 2014 - 10:00

A225

AGENDA

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Page

#### 1. APPROVAL OF THE AGENDA

##### 1.1.

#### 2. APPROVAL OF UEC MINUTES

4 - 7      2.1. UEC draft minutes: August 29, 2014

MOTION: To approve the draft minutes as presented.

#### 3. COURSE OUTLINES

8 - 15      3.1. **Computer Information Systems**  
New course: COMP 382, Languages, Computation, and Machines  
Changes including corequisites and pre/corequisites: CIS 270

MOTION: To approve the COMP 382 and CIS 270 course outlines as presented.

#### 4. PROGRAMS

16 -      4.1. **Bachelor of Science**  
17      Change to program: BSc Honours, major, and minor declaration requirements

MOTION: To recommend the approval of the changes to the declaration policy for Bachelor of Science Honours, majors, and minors as presented, effective January 2015.

18 -      4.2. **Continuing Education**  
57      New course: PR 01, Fundamentals of Public Relations  
New course: PR 02, Social Media and Digital Citizenship  
New course: PR 03, Storytelling that Matters: Public Speaking  
New course: PR 04, Ask and Answer: Skills for Interviews  
New course: PR 05, Writing for the Internet  
New course: PR 06, Impression Management: Influencing your Public Image

Page

New course: PR 07, Persuasive Messaging  
New course: PR 08, Visual Communications  
New course: PR 09, Copyright and Legal Issues  
New course: PR 10, Building a Media Kit  
New course: PR 11, Employment Messaging  
New course: PR 12, Marketing 21 Century Style  
New course: PR 13, Practicum  
New program: Public Relations certificate

MOTION: To approve the new course designation PR (Public Relations).

MOTION: To approve the new PR Continuing Education courses as presented.

MOTION: To recommend the approval of the new Public Relations certificate as presented.

58 -  
91

#### **4.3. Peace and Conflict Studies**

New course: PACS 100, Introduction to Peace and Conflict Studies  
New course: PACS 200, Conflict Analysis and Peacebuilding in the Fraser Valley  
New course: PACS 310, Conflict Transformation  
New course: PACS 390, Conflict Analysis and Peacebuilding Directed Study  
New course: PACS 391, Conflict Analysis and Peacebuilding Field Work  
New course: PACS 400, Conflict Analysis and Peacebuilding Seminar  
New programs: Peace and Conflict studies major and minor

*Appendices available online at [www.ufv.ca/senate/uec/uec-agendas-and-minutes](http://www.ufv.ca/senate/uec/uec-agendas-and-minutes)*

MOTION: To approve the new course designation PACS (Peace and Conflict Studies).

MOTION: To approve the new PACS course outlines as presented.

MOTION: To recommend the approval of the new Peace and Conflict Studies major and minor for the Bachelor of Arts as presented.

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

92

#### **5.1. Approved Grade 12 courses**

MOTION: To recommend the approval of the addition of Comparative Civilizations 12 and Calculus 12 to the list of Approved Grade 12 courses as presented, effective January 2015.

93 -  
112

#### **5.2. Short Program Subcommittee report**

#### **5.3. Transfer Credit Subcommittee report**

Page

**5.4. Policy Subcommittee report**

113 - **5.5. Review of Standing Committees of Senate**  
119

120 - **5.6. Election of subcommittee members**  
121 Admissions Subcommittee  
Transfer Credit Subcommittee  
Policy Subcommittee

122 - **5.7. UEC retreat summary**  
123

**6. INFORMATION ITEMS**

124 - **6.1. New memo templates**  
126

**6.2. Minor course changes** (outlines will be available at  
[www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
GEOG 201, 202, 319

**7. ADJOURNMENT**



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

August 29, 2014  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Satwinder Bains, Rhonda Colwell, Heather Compeau, Vlad Dvoracek, John English, Darren Francis, Nancy Goad, Shirley Hardman, Arlene Leon, Stan Manu, Steven Marsh, Kate McCulloch, David McGuire, Rod McLeod, Lisa Moy, Samantha Pattridge, Eric Spalding, Maureen Wideman, Simon Xi  
**ABSENT:** Maria Bos-Chan, Sue Brigden, Anthony Iliev  
**GUESTS:** Seonaigh MacPherson, Sylvie Murray, Corinne Richardson  
**RECORDER:** Amanda Grimson

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

**MOTION:**

To approve the agenda as presented.  
CARRIED

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

##### **2.1. UEC draft minutes: June 23, 2014**

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

##### **3.1. Adult Education**

Changes including prerequisites: ADED 305, 320, 340, 350, 360, 365, 370, 380, 390, 405, 407, 408, 410, 420, and 470.

ADED 365, 370, 380, and 390 were each discussed individually. The major change to the rest of these courses is to the prerequisites, but the course descriptions and learning outcomes have also been revised. Prerequisites for all courses are being changed to one of admission to and Adult Education program, or 30 university-level credits, or permission of the department.

Adult Education department representatives indicated that it was important to retain "permission of the department" in the prerequisites, even though this is always an option, as it makes it very clear to students that even if they do not quite meet the 30 credit requirement, they can still speak with the department for entry.

UEC members expressed concern that broadening the prerequisites so much

**UEC Draft Minutes**  
**29 Aug 2014**

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might mean that Adult Education students have difficulty getting seats in these courses. S. MacPherson (Adult Education department head) noted that the maximum enrollment is being increased to help with this, and seat reserves will probably need to be used to ensure that seats are available for program students.

There was also a concern about whether 30 credits would be sufficient to be able to be successful in an upper-level course. S. MacPherson indicated that this should not be an issue since in most cases, Adult Education students perform at a graduate level regardless of prior university education.

**MOTION:**

To approve the ADED 305, 320, 340, 350, 360, 390, 405, 407, 408, 410, and 420 course outlines as presented.

CARRIED

ADED 365: The title for this course, Aboriginal Adult Education in Canada, was questioned, as UEC has previously learned that "Indigenous" is currently the preferred term. S. Hardman, Senior Advisor on Indigenous Affairs, also noted that the United Nations recognizes the term "Indigenous", but not "aboriginal". Other editorial issues were noted with this course, and since it is not currently being offered, the department agreed to withdraw this course and resubmit it later.

**MOTION:**

To approve the ADED 365 course outline as presented.

DEFEATED

ADED 370: UEC suggested that title for this course should be changed from "Guided Independent Study" to "Directed Study"; in this case, the class number would likely change to 6. There were also concerns about the lack of learning outcomes. The department will revise the outline and bring it back to UEC.

**MOTION:**

To postpone the ADED 370 course outline to the September UEC meeting.

CARRIED

ADED 380: The listed text was questioned, as it is from 2001, but S. MacPherson indicated that this is correct.

**MOTION:**

To approve the ADED 380 course outline as presented.

CARRIED

ADED 470: The lack of learning outcomes and evaluation was questioned. The department will revise this outline and resubmit to UEC.

UEC Draft Minutes  
29 Aug 2014

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### **3.2. Mathematics and Statistics**

New course: MATH 499, Honours Module

This course was discussed at a previous meeting, and has been revised by the department.

**MOTION:**

To approve the creation of MATH 499 as presented.

CARRIED

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

### **4.1. Undergraduate Program and Course Approval Procedures**

Policy 21 was changed to remove procedures, so this will take its place. The expedited process (agenda item 5.2) will be separate. Some editorial changes were suggested.

**MOTION:**

To approve the Undergraduate Program and Course Approval Procedures as amended:

- Remove year from the first page (only include last updated date)
- Definition for program budget analysis: remove last sentence
- Calendar deadlines: "Any proposals that are approved and processed after these dates..."
- Calendar deadlines: "Subsequent approval by APPC and Senate, and in some cases by SBC, is also required"
- Minimum timelines: "New programs (including concept paper): 18+ months"
- Major vs. minor course changes: Changes to prereqs and/or coreqs that are only editorial will be minor
- New and major course changes, #1: move reference to SBC to #5
- Major vs. minor program changes: add note that "addition of a new field of specialization" might be considered a new program
- Major vs. minor program changes: "Deletion of programs not included in Program Discontinuance policy"
- Major program changes, #5: ~~the budget template~~ a budget analysis"
- Development of full program proposal, #13: remove second sentence (only proposals included in Ed Plan will be sent for external approval)

CARRIED

### **4.2. Election of UEC chair**

D. Francis nominated R. McLeod, who agreed to accept the nomination provided the course release associated with the position continues. R. McLeod was acclaimed as chair.

UEC Draft Minutes  
29 Aug 2014

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**4.3. Subcommittee member elections**

Screening Subcommittee:

- UEC chair: Rod McLeod
- Registrar (or designate): Darren Francis
- UEC Assistant: Amanda Grimson
- UEC faculty member: Samantha Pattridge
- UEC advisor: Rhonda Colwell
- CFO/SBC representative: TBD

The membership of the Admissions Subcommittee, Policy Subcommittee, and Transfer Credit Subcommittee will be discussed at the September meeting. The Short Programs Subcommittee membership does not need to change, as its mandate has only been extended until December.

**4.4. Prior Learning Assessment and Recognition policy (94)**

UEC members were asked to send individual feedback to E. Harris and M. Wideman.

**5. INFORMATION ITEMS**

**5.1. Revised course outline forms and guidelines**

**5.2. Expedited Approval Process**

**5.3. UEC meeting schedule 2014/15**

**6. ADJOURNMENT**

The meeting was adjourned at 11:30 am.

**Memo**

**To:** Amanda Grimson, UEC Assistant  
Lucy Lee, Dean of Science  
Sylvie Murray, Program Development Coordinator

**From:** Ian McAskill, CIS Department Head

**Date:** May 5, 2014

**Subject:** Proposal for new course COMP 382 "Languages, Computation and Machines"

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

This will be a required course for the proposed BSc. Major in Computing Science. UFV Computer Information Systems currently does not have any offerings in the area of theoretical Computer Science, e.g. languages and automata. This is a standard offering at any university that has a Computer Science program.

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

This theoretical course is intended as a core required course in the proposed BSc. Major in Computing Science. It is intended to be offered occasionally in advance of this new program, within the existing BCIS degree program as an elective course.

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

The COMP designation is already used by the CIS department.

**C. Budget and Learning Outcome Issues:**

There are no issues. In advance of the new program, this course will be scheduled as an periodic offering. There are no incremental expenses associated with this course over the alternative courses now offered for which this will be an occasional substitute.

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

It is most relevant to ILO's 2 ("analyze critically and imaginatively") and 4 ("initiate inquiries and develop solutions to problems") as it is covering the theoretical underpinnings of computer





science, requiring students to assess the power and limitations of computing, and to work with proofs about what a language can or cannot generate, and what an abstract machine can or cannot recognize.

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

It is not required by any other programs.

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

The course will be part of the BSc. Major in Computing Science. Indigenous computer literacy is recognized as an important issue to be addressed at the program level to ensure access and benefit to indigenous communities.

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

**a. Credit value**

3 credits

**b. Class size limit**

35

**c. Frequency of offering**

Annually, in the new program, occasionally in the BCIS

**d. Resources required (labs, equipment)**

No new labs or equipment required.

If the proposed BSc. Computing Science degree is approved, we will require an additional section per year for this course. If the program is successful and grows, we may need to offer it twice a year. If the program is not approved, this course will not run annually.

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

It is eligible for PLAR.

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

No.

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

The suggested textbooks range from \$60 to \$160.

**CWC Comments:** None



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** COMP 382

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

**Course Full Title:** Languages, Computation, and Machines  
**Course Short Title:**

**Faculty:** Faculty of Science

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

### Calendar Description:

This is a theoretical computer science course, covering types of formal languages and their hierarchical relationships, and the different abstract machines that recognize each type. The course has important practical implications for all programming languages and computer applications.

**Prerequisites (or NONE):** COMP 251 and MATH 225.

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

**Total Hours: 45**

**Typical structure of instructional hours:**

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

### 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): 35**

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

**Department / Program Head or Director:** Ian McAskill

**Date approved:** April 11, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** May 16, 2014

**Faculty Council approval**

**Date approved:** September 5, 2014

**Dean/Associate VP:**

**Date approved:** June 20, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014

**COMP 382**

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

Page 2 of 2

## Learning Outcomes

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

- Describe the properties of each type of formal language.
- Use the Chomsky hierarchy to relate formal languages to one another.
- Prove whether or not a particular language is capable of generating a particular string.
- Prove whether or not a particular abstract machine can recognize a particular language.
- Assess the limits of computation and computability based on the properties of abstract machines.

## 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)

Lectures

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

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

| <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year Published</u> |
|------------------------------------------|------------------------------------------------------------|-------------------------------------|------------------|-----------------------|
| 1. Parkes, A.                            | A Concise Introduction to Languages and Machines           | <input checked="" type="checkbox"/> | Springer         | 2008                  |
| 2. Hopcroft, J.                          | Introduction to Automata Theory, Languages and Computation | <input checked="" type="checkbox"/> | Prentice Hall    | 2006                  |
| 3.                                       |                                                            | <input type="checkbox"/>            |                  |                       |
| 4.                                       |                                                            | <input type="checkbox"/>            |                  |                       |
| 5.                                       |                                                            | <input type="checkbox"/>            |                  |                       |

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

None.

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments: | 25% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

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

## Typical Course Content and Topics

Formal Languages and the Chomsky Hierarchy  
 Regular Languages  
 Finite State Recognizers  
 Context-Free Languages  
 Pushdown Recognizers  
 Context-Sensitive Languages  
 Turing Machines

**MEMO**

**To:** Amanda Grimson, UEC Assistant  
Lucy Lee, Dean of Science  
Sylvie Murray, Program Development Coordinator

**From:** Ian McAskill, CIS Department Head

**Date:** April 11, 2014

**Subject:** Revision of Course Outline for **CIS 270**

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CIS 270 has been a part of the CIS program course offerings for many years and has now been brought up to date with current CIS program directions. Since the official Calendar Description has been missed, an up-to-date course outline is required.

The description mentions that both classical and object-oriented techniques will be taught, which reflects the development in this area.

The course outline has been enhanced to reflect the fact that both the theory and practical application are covered and well balanced. Students are expected to be able to apply the theory and methods to solve real world problems upon course completion.

Pre/corequisites were updated to include additional options of CMNS 175 and ENGL 105.

The Course Textbook examples have been updated to include:

- *Modern Systems Analysis & Design*, 7th Edition, by Hoffer, George & Valacich, published by Addison Wesley.

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

**Comments from CWC:** None



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: (six years after UEC approval)  
 Course outline form version: 11/22/13 September 2020

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CIS 270                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Course Full Title:</b> Analysis and Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Computer Information Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Calendar Description:</b><br>An introduction to the computer systems development process, covering aspects of project initiation, analysis, and design. Both classical and object-oriented techniques will be included.                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Note:</b> Students with credit for                      cannot take this course for further credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Prerequisites (or NONE):</b> COMP 155.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b> None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b> CMNS 125, CMNS 175, or ENGL 105.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td>45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 35<br><b>Expected frequency of course offerings (every semester, annually, etc.):</b> Twice per year |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Department / Program Head or Director:</b> Ian McAskill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> April 11, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> May 9, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> Sept. 5, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> June 20, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |

CIS 270

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

## Learning Outcomes

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

- Illustrate why the analysis phase is so important.
- Describe the information system development life cycle.
- Draw up a set of requirements from a description of the problem.
- Identify the need to estimate cost and time required.
- Perform user interface, input, and output design.
- Summarize object-oriented design and analysis procedures.
- Compare different methodologies.
- Explain social and psychological aspects of analysis and design.

## 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)

Lectures, 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)

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|-------------------------------------|------------------|---------------------------|
| 1. | Hoffer, George & Valacich           | Modern Systems Analysis & Design            | <input checked="" type="checkbox"/> | Addison Wesley   | 2011                      |
| 2. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 3. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 4. |                                     |                                             | <input type="checkbox"/>            |                  |                           |
| 5. |                                     |                                             | <input type="checkbox"/>            |                  |                           |

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

## Typical Evaluation Methods and Weighting

|                |     |                  |     |                   |     |            |      |
|----------------|-----|------------------|-----|-------------------|-----|------------|------|
| Final exam:    | 35% | Assignments (4): | 20% | Midterm exams:    | 30% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:        | %   | Field experience: | %   | Shop work: | %    |
| Project:       | 15% | Other:           | %   | Other:            | %   | Total:     | 100% |

Details (if necessary):

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

## Typical Course Content and Topics

- Different approaches to systems analysis and design.
- Problem analysis.
- Requirements analysis.
- Data- versus process-centered approaches.
- Process modeling with data flow diagrams.
- Entity-relationship data modeling.
- Logical and physical design.
- The use of CASE tools.
- User interface design and prototyping.
- Implementation and maintenance.
- Rapid application development.

- Object-oriented modeling and design.
  - Managing projects.
-



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**MEMORANDUM**

**TO:** UEC – Undergraduate Education Committee

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

**DATE:** September 10, 2014

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

---

**RATIONALE:**

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

---

**CURRENT WORDING:**

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

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

---

**SUGGESTED WORDING:**

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

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

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

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

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



select competitively if necessary. The basis for selection is applicant GPA on required lower-level prerequisites; students in the Bachelor of Science program will have priority. UFV cannot guarantee available seats in required program courses.

**Specific Major and Minor Declaration Requirements**

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

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

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

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

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

COMPUTING SCIENCE declaration requirements – Any two COMP courses

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

**Bachelor of Science Declarations for Honours**

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

---

**BUDGET IMPLICATIONS: NONE**

---

**CWC COMMENTS:**

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

Thanks, Rhonda Colwell



## MEMO

To: Sue Brigden, Dean of Access and Continuing Education, Amanda Grimson, Undergraduate Education Committee Assistant

From: Liana Thompson, Director of Continuing Education

CC: Samantha Pattridge, Professor and Head of Communications department

Date: 22/09/2014

Re: Proposed Continuing Education program, Public Relations certificate

---

On behalf of the program working group, please accept the following attachments as part of the submission to the Undergraduate Education Committee.



**UFV NON-DEGREE PROGRAM PROPOSAL**

Public Relations

**UNIVERSITY OF THE FRASER VALLEY**

Continuing Education  
Faculty of Access and Continuing Education

Submitted for Campus Wide Consultation

September-22-14

This material is for internal distribution and use only.

©Public Relations PWG

Public Relations certificate program, submitted for CWC

Date 1

## Table of Contents

|                                                         |   |
|---------------------------------------------------------|---|
| INSTITUTION, PROGRAM AND CREDENTIAL IDENTIFICATION..... | 3 |
| Name of Institution: .....                              | 3 |
| Title of Program: .....                                 | 3 |
| Credential to be awarded to graduates:.....             | 3 |
| Length of Program: .....                                | 3 |
| Rationale for the credential: .....                     | 3 |
| Program Working Group.....                              | 3 |
| EXECUTIVE SUMMARY: .....                                | 4 |
| PROGRAM DESCRIPTION.....                                | 4 |
| Purpose and Goals .....                                 | 4 |
| Target Audiences .....                                  | 4 |
| Labour Market Demand.....                               | 5 |
| CURRICULUM: .....                                       | 5 |
| Program Learning Outcomes .....                         | 5 |
| Program Structure .....                                 | 6 |
| PROGRAM CONSULTATION AND EVALUATION .....               | 6 |
| Student Loan Program Eligibility.....                   | 6 |
| Program Review and Evaluation .....                     | 7 |
| Safety and Risk Management .....                        | 7 |
| ADMISSION AND TRANSFER .....                            | 7 |
| ATTACHMENTS.....                                        | 7 |

## INSTITUTION, PROGRAM AND CREDENTIAL IDENTIFICATION

**Name of Institution:** University of the Fraser Valley

**Title of Program:** Public Relations

**Credential to be awarded to graduates:** *certificate, Type B*

**Length of Program:** 230 hours

- Full-time schedule, 4 months
- Part-time schedule, up to 3 years

### Rationale for the credential:

The Public Relations (PR) certificate is a revenue-generating initiative that brings together the expertise of UFV's Communications Department and local industry professionals in collaboration with UFV Continuing Education. The program meets an identified need in the Fraser Valley region to provide employment-focussed entry-level skills in areas including public relations theory, social media and digital citizenship, image management, public speaking, media relations, and writing.

### Program Working Group

|                            |                                     |
|----------------------------|-------------------------------------|
| Liana Thompson, Chair      | Director                            |
| <b>Phone:</b> 604-854-4527 | <b>Email:</b> liana.thompson@ufv.ca |

|                    |                                                                    |
|--------------------|--------------------------------------------------------------------|
| Samantha Pattridge | Associate Professor and Department Head, Communications department |
| Linda Pardy        | Associate Professor, Communications department                     |
| David Thomson      | Associate Professor, Communications department                     |
| Marcella LeFever   | Associate Professor, Communications department                     |

|                              |                                  |
|------------------------------|----------------------------------|
| <b>Dean:</b> Dr. Sue Brigden | <b>Email:</b> sue.brigden@ufv.ca |
|------------------------------|----------------------------------|

Public Relations certificate program, submitted for CWC

Date 3

## EXECUTIVE SUMMARY:

The Continuing Education department seeks approval of the proposed non-credit Public Relations certificate program. The aim of this program is to deliver employment-focussed training that equips students with the leadership and job-ready skills they require for careers in public relations-related fields.

This proposed PR certificate represents collaboration between UFV's Continuing Education and the Communications Department with the support of the Faculty of Access and Open Studies and the College of Arts.

## PROGRAM DESCRIPTION

### Purpose and Goals

The Public Relations (PR) certificate is a revenue-generating initiative that brings together the expertise of UFV's Communications Department and local industry professionals in collaboration with UFV Continuing Education. The program meets an identified need in the Fraser Valley region to provide employment-focussed entry-level skills in areas including public relations theory, social media and digital citizenship, image management, public speaking, media relations, and writing.

### Target Audiences

The proposed PR certificate program aligns well with UFV's Strategic Plan in that it is entrepreneurial, provides students local access to PR-related programming, and it aims to engage our community.

We anticipate that this program will generate \$50,000 - \$90,000 gross revenue for the institution each year based on offering one fulltime cohort.

While PR certificates and diploma programs are offered in the BC Lower Mainland, none are offered in the Fraser Valley area. At \$4,200, the UFV PR certificate is also financially competitive when compared with other programs accessible to BC Lower Mainland students.

Recruitment target groups for the PR certificate program include:

- Fraser Valley professionals looking to enter a career that requires social media or updating existing communication skills (preparing students for professional jobs that are not their first)
- Recent UFV graduates looking for training in public relations (to complement existing services at UFV)
- Business owners wishing to increase their own skill set or the skills of their staff in public relations-focused activities (to promote industry training)

### Labour Market Demand

The aim of this program is to deliver employment-focussed training that equips students with the leadership and job-ready skills they require for careers in public relations-related fields. The program focuses on interaction with public relations professionals and employers, and provides opportunities for students to gain practical experience during their coursework and the practicum process.

What sets this innovative certificate program apart from other programs is that it meets a regional need. It helps Fraser Valley students connect with PR professionals and employers in their own community. Local PR professionals and employers involved in the certificate will teach the courses, deliver guest lectures, and provide practicum opportunities for students to help UFV expand on strategic linkages and alliances with the PR industry in the region.

BC Work Futures states that job prospects in the public relations and communications area are “above average”. Based on census data, an estimated 4,280 people were working as public relations and communications in 2010, with 70% working in the BC lower mainland. They estimated that 560 new jobs would be created in the PR and communication field between 2010 and 2015, and an additional 650 jobs would be open due to retirements.

### CURRICULUM:

#### Program Learning Outcomes

The program focuses on meeting the following employment-related learning outcomes. Upon successful completion of the PR certificate, students will be able to:

- Write persuasive messages for traditional public relations and digital media platforms
- Design and deliver creative, confident oral presentations
- Develop and manage public relations and image management plans
- Use visual communication techniques to augment the effectiveness of oral and written communications
- Work within ethical guidelines to participate as a digital citizen

The program length is 230 hours (150 contact hours and 80 practicum hours) and may be completed in a full-time or part-time capacity. Courses do not grant academic credit.

## Program Structure

| Course Number | Course Title                                         | Contact Hours |
|---------------|------------------------------------------------------|---------------|
| PR01          | Fundamentals of Public Relations                     | 15            |
| PR02          | Social Media and Digital Citizenship                 | 15            |
| PR03          | Storytelling that Matters: Public Speaking           | 15            |
| PR04          | Ask and Answer: Skills for Interviews                | 15            |
| PR05          | Writing for the Internet                             | 15            |
| PR06          | Impression Management: Influencing your Public Image | 15            |
| PR07          | Persuasive Messaging                                 | 15            |
| PR08          | Visual Communication                                 | 15            |
| PR09          | Copyright and Legal Issues                           | 15            |
| PR10          | Building a Media Kit                                 | 5             |
| PR11          | Employment Messaging                                 | 5             |
| PR12          | Marketing 21 Century Style                           | 5             |
| PR13          | Practicum                                            | 80            |

## PROGRAM CONSULTATION AND EVALUATION

The proposed PR certificate represents collaboration between UFV's Continuing Studies and the Communications Department with the support of the Faculty of Access and Open Studies and the College of Arts.

Several local creative agencies were also consulted on the need for this type of programming in the community and the program's content and structure.

### Student Loan Program Eligibility

The PR certificate program meets the program eligibility requirements as outlined at [www.bcsap.bc.ca](http://www.bcsap.bc.ca)

Public Relations certificate program, submitted for CWC

Date 6



### Program Review and Evaluation

The PR certificate program will be reviewed under Policy 189, Academic Program and Unit Reviews.

### Safety and Risk Management

There are no safety or risk management factors to consider for this program.

## ADMISSION AND TRANSFER

### Admission

Student applications for program admission are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. Program prerequisites include:

- B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.
- 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.

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

### Course Recognition

Students who complete the Public Relations certificate with a grade of B (80-83%) or greater in all courses will be considered for a course substitution for CMNS 212 and two lower level CMNS electives.

## ATTACHMENTS

- Program Outline and Calendar Descriptions
- Official Course Outlines
- Draft Calendar Copy

Public Relations certificate program, submitted for CWC

Date 7

**Public Relations Certificate Program****Program Description**

Looking to enter a career that requires social-media savvy? Trying to get ahead in your existing job? Feel that your skills need some updating? If so, then the Public Relations certificate is for you!

This program introduces student to public relations theory, social media and digital citizenship, image management, public speaking, media relations, writing, and more. The courses have a hands-on approach to learning and are taught by industry professionals and academic experts.

Students will complete 150 hours of course work plus a two-week practicum.

|                                                      |                  |
|------------------------------------------------------|------------------|
| Fundamentals of Public Relations                     | 15 hours         |
| Social Media and Digital Citizenship                 | 15 hours         |
| Storytelling that Matters: Public Speaking           | 15 hours         |
| Ask and Answer: Skills for Interviews                | 15 hours         |
| Writing for the Internet                             | 15 hours         |
| Impression Management: Influencing your Public Image | 15 hours         |
| Persuasive Messaging                                 | 15 hours         |
| Visual Communication                                 | 15 hours         |
| Copyright and Legal Issues                           | 15 hours         |
| Building a Media Kit                                 | 5 hours          |
| Employment Messaging                                 | 5 hours          |
| Marketing 21 Century Style                           | 5 hours          |
| Practicum                                            | 80 hours         |
| <b>TOTAL</b>                                         | <b>230 hours</b> |

**Program Working Group:**

Samantha Pattridge, Professor & Department Head | Communications  
Linda Pardy, Associate Professor | Communications  
David Thomson, Professor | Communications  
Marcella LeFever, Professor | Communications  
Liana Thompson, Director | Continuing Education

**Course Descriptions: Required Courses****Fundamentals of Public Relations (15 hours)**

This course introduces the basic principles of creating and promoting a persuasive message. Course participants will also explore traditional PR strategies as well as the new possibilities afforded by social media platforms.

**Writing for the Internet (15 hours)**

This course focuses on the fundamental rules of effective communication as they apply to online readers and writers. Course participants will learn to tailor the message for a digital audience through web pages, blog posts, and social media.

**Visual Communication (15 hours)**

This course will teach course participants the value of graphics, typography, and document design to boost the impact and clarity of PR communications.

**Ask and Answer: Skills for Interviews (15 hours)**

This course provides practical experience in the art of interviewing as a public relations activity. Within a variety of interview genres and situations course participants will practice the art of developing questions, initiating the interview, responding to questions, and closing the interview.

**Impression Management: Influencing your Public Image (15 hours)**

This course explores the actions that influence a positive perception of a public relations practitioner's image by the public and/or stakeholders. Course participants will develop insight into how choice of strategies can be influenced by situation, choice of media channel, intended audience, and other factors.

**Social Media and Digital Citizenship (15 hours)**

This course explores the techniques needed to communicate effectively and to participate as a digital citizen using social media. Web-based communication tools, such as Twitter, Facebook, and LinkedIn, are an essential part of a communication strategy.

**Copyright and Legal Issues (15 hours)**

This course examines the copyright and legal considerations needed when designing a communication plan. Protecting work, as well as issues relating to personal information, privacy, open source materials, print materials, images, videos, and social media are covered.

**Storytelling that Matters: Public Speaking (15 hours)**

This course provides an introduction to the principles and practice of public speaking. The course will cover how to select appropriate content, narrow the focus, organize for greatest impact on the audience, and use vocal variety and delivery techniques.

**Persuasive Messaging (15 hours)**

This course introduces the student to persuasive modes of writing and speaking. Basic persuasive formats and strategies will be covered, and participants will be introduced to grant, proposal, and advocacy writing. Students will produce a simple proposal or fundraising document.

**Course Descriptions: Elective Courses**

**Marketing 21 Century Style (5 hours)**

This workshop introduces up-to-date marketing skills needed for today's workplace. Topics covered in this course will include viral, social, and authentic marketing strategies. It examines how to better engage with current and potential customers.

**Employment Messaging (5 hours)**

This workshop will give course participants an introduction to the skills needed to prepare an employment portfolio including traditional paper resumes and cover letters, online materials, and social media career profiles. The workshop will also cover basic interview techniques.

**Building a Media Kit (5 hours)**

This workshop provides the first steps to developing materials intended for distribution to potential clients, news outlets, and business associates as a way to increase familiarity with the public relations practitioner and the organization. Participants will learn to write and present materials that promote professional representation

**Practicum (80 hours)**

A supervised field-based activity through which participants can refine, integrate, and apply the knowledge acquired in the Public Relations certificate program.

### **Program Outline for Draft Calendar Copy**

**1. Faculty and department of program**

Faculty of Access and Continuing Education, Continuing Education department.

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

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

**3. Program title/credential**

Public Relations certificate program

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

Not applicable.

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

This program introduces the student to public relations theory, social media and digital citizenship, image management, public speaking, media relations, and writing. The courses have a hands-on approach to learning and are taught by industry professionals and academic experts.

Students will complete 150 hours of course work plus a two-week practicum.

**6. Entrance requirements**

B.C. secondary school graduation or equivalent or minimum of 19 years of age before the first day of classes.

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.

**7. When to apply** (*either specific intake or continuous application, if applicable*)

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See Continuing Education webpage [www.ufv.ca/ce](http://www.ufv.ca/ce) for more information.

**8. How to apply**

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

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions you have attended showing grade/course achievement as per entrance requirements. To be

considered official, transcripts must be sent directly to UFV from the originating institution; see the Transfer Credit section for details.

2. You will be advised of an admission decision and, if accepted, will be provided with registration information. Full tuition is due at the time of registration

**9. Basis for admission decision** *(specify either competitive or non-competitive admission)*

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

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

Fee details can be found on the Continuing Education webpage, [www.ufv.ca/ce](http://www.ufv.ca/ce)

**11. Program duration and total number of credits**

The program length is 230 hours (150 contact hours and 80 practicum hours) and may be completed in a full-time or part-time capacity. Courses do not grant academic credit.

**12. Location** *(if applicable)*

Courses will be offered at the Chilliwack 5 Corners campus.

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

| Course | Title (full titles as listed on official course outlines) | Credits |
|--------|-----------------------------------------------------------|---------|
| PR 01  | Fundamentals of Public Relations                          | 0       |
| PR 02  | Social Media and Digital Citizenship                      | 0       |
| PR 03  | Storytelling that Matters: Public Speaking                | 0       |
| PR 04  | Ask and Answer: Skills for Interviews                     | 0       |
| PR 05  | Writing for the Internet                                  | 0       |
| PR 06  | Impression Management: Influencing your Public Image      | 0       |
| PR 07  | Persuasive Messaging                                      | 0       |
| PR 08  | Visual Communication                                      | 0       |
| PR 09  | Copyright and Legal Issues                                | 0       |
| PR 10  | Building a Media Kit                                      | 0       |
| PR 11  | Employment Messaging                                      | 0       |
| PR 12  | Marketing 21 Century Style                                | 0       |
| PR 13  | Practicum                                                 | 0       |

**Grading**

The following grading scale will be used.

|    |           |
|----|-----------|
| A+ | 96 – 100% |
| A  | 92 – 95%  |
| A- | 88 – 91%  |
| B+ | 84 – 87%  |
| B  | 80 – 83%  |
| B- | 76 – 79%  |
| C+ | 72 – 75%  |
| C  | 68 – 71%  |
| C- | 64 – 67%  |
| P  | 60 – 63%  |

**14. Specializations or options of the program** *(if applicable)*

Courses may be taken individually and in any order, or applied to the Public Relations certificate.

**15. Program regulations** *(standard policies apply unless superseded by program-specific regulations)***a. Academic performance requirements**

Students must attend 80% or greater in each course and obtain a grade of C (68-71%) or greater to be eligible for a practicum placement and successful completion of the Public Relations certificate.

**b. Future Study**

Students who complete the Public Relations certificate with a grade of B (80 – 83%) or greater in all courses will be considered for a course substitution for CMNS 212 and two lower level CMNS electives

**c. Maximum length of time to complete program**

All courses must be completed within three years to be eligible for the Public Relations certificate.



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PR 01

**Number of Credits:** 0 [Course credit policy \(105\)](#)

**Course Full Title:** Fundamentals of Public Relations  
**Course Short Title:**

**Faculty:** Faculty of Access and Continuing Education

**Department (or program if no department):** Continuing Education

### Calendar Description:

This course introduces the basic principles of creating and promoting a persuasive message. Course participants will also explore traditional PR strategies as well as the new possibilities afforded by social media platforms.

**Prerequisites (or NONE):** Admission to the Public Relations certificate

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

### Total Hours: 15

#### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

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

**Expected frequency of course offerings**

(every semester, annually, etc.): Two per semester

**Department / Program Head or Director:** Liana Thompson

**Date approved:** August 21, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** August 26, 2014

**Faculty Council approval**

**Date approved:** September 12, 2014

**Dean/Associate VP:** Sue Brigden

**Date approved:** September 12, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014



PR 01

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Define public relations and identify types of public relations jobs
- Identify guiding ethical principles in public relations including those related to social justice
- Describe how public relations contributes to the building of community relationships (i.e. indigenous, special interest, social justice communities)
- Explain how public opinion is formed
- Summarize the history of PR
- List the components of a PR plan
- Draft a specific PR plan in response to a case scenario

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|---------------------------------------------|--------------------------|------------------|---------------------------|
| 1. Cardin, M. &<br>McMullen, K.     | Canadian PR for the Real World              | <input type="checkbox"/> | Pearson          | 2015                      |
| 2.                                  |                                             | <input type="checkbox"/> |                  |                           |
| 3.                                  |                                             | <input type="checkbox"/> |                  |                           |

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

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 30% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

### Details (if necessary):

Assignment Breakdown:

- PR fundamentals quiz (history, definitions, components) – 30%
- Position paper on ethical principles in PR – 30%
- PR plan in response to case scenario – 40%

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

## Typical Course Content and Topics

Unit 1: Public Relations in Canada: Understanding PR; Strategic thinking and the PR process, Ethics and the law; PR and evaluation  
 Unit 2: Foundations of PR Then and Now: How public opinion is formed; How PR practitioners work with public opinion; History of PR  
 Unit 3: The PR Plan: PR plans defined; PR plan components; The added value of creativity



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PR 02

Number of Credits: 0 [Course credit policy \(105\)](#)

Course Full Title: Social Media and Digital Citizenship  
 Course Short Title:

Faculty: Faculty of Access and Continuing Education

Department (or program if no department): Continuing Education

### Calendar Description:

This course explores the techniques needed to communicate effectively and to participate as a digital citizen using social media. Web-based communication tools, such as Twitter, Facebook, and LinkedIn, are an essential part of a communication strategy.

Prerequisites (or NONE): Admission to the Public Relations certificate

Corequisites (if applicable, or NONE): NONE

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

### Total Hours: 15

#### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

Maximum enrolment (for information only): 20

Expected frequency of course offerings

(every semester, annually, etc.): Two per semester

Department / Program Head or Director: Liana Thompson

Date approved: August 21, 2014

Campus-Wide Consultation (CWC)

Date of posting: August 26, 2014

Faculty Council approval

Date approved: September 12, 2014

Dean/Associate VP: Sue Brigden

Date approved: September 12, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: September 26, 2014

PR 02

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify the advantages and drawbacks of various social media platforms
- Examine a variety of ethical use scenarios related to social media use and social justice
- Describe the impact of culture in message design
- Critique real-life case scenarios of social media use by businesses/organizations
- Develop a social media strategy to meet unique business/organizational needs

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

|    | <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year Published</u> |
|----|------------------------------------------|---------------------------------------------|--------------------------|------------------|-----------------------|
| 1. | Cardin, M. & McMullan, K.                | Canadian PR for the Real World              | <input type="checkbox"/> | Pearson          | 2015                  |
| 2. |                                          |                                             | <input type="checkbox"/> |                  |                       |
| 3. |                                          |                                             | <input type="checkbox"/> |                  |                       |
| 4. |                                          |                                             | <input type="checkbox"/> |                  |                       |
| 5. |                                          |                                             | <input type="checkbox"/> |                  |                       |

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

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

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |    |
|----------------|---|--------------|------|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %  |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 0% |

## Details (if necessary):

Assignment breakdown:

- Case scenario responses 30%
- Social media plan 50%
- Mini-portfolio of social media posts: 20%

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

## Typical Course Content and Topics

- PR and social media fundamentals
- New rules of engagement with social media
- Targeting specific audiences
- Opportunities and challenges for PR practitioners in the digital age
- Tools and technologies of social media



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 03                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Storytelling that Matters: Public Speaking<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>This course provides an introduction to the principles and practice of public speaking. The course will cover how to select appropriate content, narrow the focus, organize for greatest impact on the audience, and use vocal variety and delivery techniques.                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Admission to the Public Relations certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td>15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> August 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> August 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

PR 03

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify the basic story forms used in a workplace context
- Describe the purpose for using a variety of story forms
- Create a relevant story outline or story board for the intended message
- Design visual support materials for a workplace context specific project
- Present a story using visual support materials

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

|    | <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                          | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year Published</u> |
|----|------------------------------------------|--------------------------------------------------------------------------------------|--------------------------|------------------|-----------------------|
| 1. | Mathews, R., & Wachter, W.               | <i>What's your story: Storytelling to move markets, audiences, people and brands</i> | <input type="checkbox"/> | FT Press         | (2008)                |
| 2. |                                          |                                                                                      | <input type="checkbox"/> |                  |                       |
| 3. |                                          |                                                                                      | <input type="checkbox"/> |                  |                       |

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

Microsoft Power Point is helpful

## Typical Evaluation Methods and Weighting

|                |   |              |       |                   |   |            |    |
|----------------|---|--------------|-------|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | 100 % | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %     | Field experience: | % | Shop work: | %  |
| Other:         | % | Other:       | %     | Other:            | % | Total:     | 0% |

## Details (if necessary):

Assignment breakdown:

- Story outline/story board 15%
- Visual support materials 25%
- Presentation 60%

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

## Typical Course Content and Topics

Unit 1, Storytelling: A Starting Point: The different types of stories; What stories can do that facts cannot; How to tell/write a good story; The psychology of a story's influence in the workplace; Best practices of workplace storytellers; Telling stories in the workplace

Unit 2, Story Planning: Selecting a story style to fit the context/purpose; Crafting a story; Creating a story board; Presentation Design Principles; Design resources: finding templates, artwork, colour palettes, images; The real power behind PowerPoint; Visual communication – more than just PowerPoint

Unit 3, Delivery: Print, video or oral – selecting the best format; Telling someone else's story; Storytelling, passion, and energy; Timing: Longer is not always better; Storytelling: Practice putting it all together



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PR 04

**Number of Credits:** 0 [Course credit policy \(105\)](#)

**Course Full Title:** Ask and Answer: Skills for Interviews

**Course Short Title:**

**Faculty:** Faculty of Access and Continuing Education

**Department (or program if no department):** Continuing Education

### Calendar Description:

This course provides practical experience in the art of interviewing as a public relations activity. Within a variety of interview genres and situations, course participants will practice the art of developing questions, initiating the interview, responding to questions, and closing the interview.

**Prerequisites (or NONE):** Admission to the Public Relations certificate

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

**Total Hours: 15**

### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

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

**Expected frequency of course offerings**

(every semester, annually, etc.): Two per semester

**Department / Program Head or Director:** Liana Thompson

**Date approved:** August 21, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** August 26, 2014

**Faculty Council approval**

**Date approved:** September 12, 2014

**Dean/Associate VP:** Sue Brigden

**Date approved:** September 12, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014

PR 04

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

### Learning Outcomes

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

- Identify the situational elements that contribute to the decision to interview or not
- Design questions appropriate to various types of interviews
- Construct an interview including opening, body, and closing
- Demonstrate various interview genres (i.e. journalistic, biographical, survey, etc.)
- Demonstrate cultural responsiveness and adapt appropriately as an interviewer
- Use active listening skills during questioning and answering
- Create follow-up interview questions

### Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

|    | <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year Published</u> |
|----|------------------------------------------|---------------------------------------------|--------------------------|------------------|-----------------------|
| 1. | Cardin, M. & McMullan, K.                | Canadian PR for the Real World              | <input type="checkbox"/> | Pearson          | 2015                  |
| 2. |                                          |                                             | <input type="checkbox"/> |                  |                       |
| 3. |                                          |                                             | <input type="checkbox"/> |                  |                       |

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

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

### Typical Evaluation Methods and Weighting

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

### Details (if necessary):

Assignment breakdown:

- Interview questions: 30%
- Mock interviews: 50%
- Self and peer evaluation of interviews: 20%

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

### Typical Course Content and Topics

- The importance of media training
- Content for interviews: what to say
- Interview delivery
- How to conduct media-training sessions
- Mock interviews



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PR 05

**Number of Credits:** 0 [Course credit policy \(105\)](#)

**Course Full Title:** Writing for the Internet  
**Course Short Title:**

**Faculty:** Faculty of Access and Continuing Education

**Department (or program if no department):** Continuing Education

### Calendar Description:

This course focuses on the fundamental rules of effective communication as they apply to online readers and writers. Course participants will learn to tailor the message for a digital audience through web pages, blog posts, and social media.

**Prerequisites (or NONE):** Admission to the Public Relations certificate

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

### Total Hours: 15

#### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

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

**Expected frequency of course offerings**

(every semester, annually, etc.): Two per semester

**Department / Program Head or Director:** Liana Thompson

**Date approved:** August 21, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** August 26, 2014

**Faculty Council approval**

**Date approved:** September 12, 2014

**Dean/Associate VP:** Sue Brigden

**Date approved:** September 12, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014



PR 05

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Use the principles of simple language in writing
- Write for digital media
- Adapt messages for different audiences and media
- Prepare workplace documents
- Use direct and indirect patterns in writing

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

| <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                               | <u>Current Edition</u>   | <u>Publisher</u>         | <u>Year Published</u> |
|------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------|
| 1. Felder, L.                            | <i>Writing for the web: Creating compelling content using words, pictures, and sound.</i> | <input type="checkbox"/> | New Riders, Berkeley, CA | 2012                  |
| 2.                                       |                                                                                           | <input type="checkbox"/> |                          |                       |
| 3.                                       |                                                                                           | <input type="checkbox"/> |                          |                       |

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

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 85% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 15% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

Assignment breakdown:

- Simple language quiz: 15%
- Workplace messaging: 25%
- Course blog: 60%

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

**Typical Course Content and Topics**

- Plain language
- Best practices for writing on the web
- Principles of design
- Working with images and sound
- Telling a relevant story
- Rhetorical modes
- Writing instructions
- Writing blogs



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 06                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Course Full Title:</b> Impression Management: Influencing your Public Image<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Calendar Description:</b><br><p>This course explores the actions that influence a positive perception of a public relations practitioner's image by the public and/or stakeholders. Course participants will develop insight into how choice of strategies can be influenced by situation, choice of media channel, intended audience, and other factors.</p>                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b> Admission to the Public Relations certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Department / Program Head or Director:</b> Liana Thompson<br><b>Campus-Wide Consultation (CWC)</b><br><b>Faculty Council approval</b><br><b>Dean/Associate VP:</b> Sue Brigden<br><b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> August 21, 2014<br><b>Date of posting:</b> August 26, 2014<br><b>Date approved:</b> September 12, 2014<br><b>Date approved:</b> September 12, 2014<br><b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                     |  |

PR 06

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Describe the components that constitute public image
- Define public and/or stakeholders that matter to a specific business/organization
- List strategies that are available for managing public image
- Assess strategies in meeting possible challenges including those related to social justice
- Match strategies to the audience and the desired outcome
- Choose media channels appropriate to various impression management strategies

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|--------------------------|------------------|---------------------------|
| 1. | Cardin, M. &<br>McMullan, K.        | <i>Canadian PR for the Real World</i>       | <input type="checkbox"/> | Pearson          | 2015                      |
| 2. |                                     |                                             | <input type="checkbox"/> |                  |                           |
| 3. |                                     |                                             | <input type="checkbox"/> |                  |                           |
| 4. |                                     |                                             | <input type="checkbox"/> |                  |                           |
| 5. |                                     |                                             | <input type="checkbox"/> |                  |                           |

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

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

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

**Typical Course Content and Topics**

Unit 1: Media Relations: Defining media relations; Benefits and challenges; Proactive and reactive media relations  
 Unit 2: The Role of Journalists; The need for sources; Providing journalists with what they need; Building relationships with journalists; Newsworthy information; Building relationships with media  
 Unit 3: The Media Landscape: Print, broadcast, digital, ethnic media; Conducting media relations



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 07                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Persuasive Messaging<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br><p>This course introduces the student to persuasive modes of writing and speaking. Basic persuasive formats and strategies will be covered, and participants will be introduced to grant, proposal, and advocacy writing. Students will produce a simple proposal or fundraising document.</p>                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Admission to the Public Relations certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td>15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td><b>Total</b></td><td><b>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> August 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> August 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

PR 07

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify key rhetorical principles for diverse audiences
- Write persuasive messages using the direct and indirect pattern
- Describe where to find requests for proposals (RFPs)
- Prepare a simple proposal or fundraising document in response to a case scenario

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                                  | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|-------------------------------------|----------------------------------------------------------------------------------------------|--------------------------|------------------|---------------------------|
| 1. Felder, L.                       | <i>Writing for the Web: Creating Compelling Web Content using Words, Pictures, and Sound</i> | <input type="checkbox"/> | Peach Pit        | 2012                      |
| 2.                                  |                                                                                              | <input type="checkbox"/> |                  |                           |
| 3.                                  |                                                                                              | <input type="checkbox"/> |                  |                           |
| 4.                                  |                                                                                              | <input type="checkbox"/> |                  |                           |
| 5.                                  |                                                                                              | <input type="checkbox"/> |                  |                           |

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

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 80% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

### Details (if necessary):

Assignment breakdown:

- Rhetorical principles quiz: 20%
- Direct pattern persuasive message: 20%
- Indirect pattern persuasive message: 20%
- Simple proposal or fundraising document: 40%

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

## Typical Course Content and Topics

Unit 1: Rhetoric: History of rhetoric; Foundational rhetorical principles

Unit 2: Persuasive Pattern: Direct pattern; Indirect pattern

Unit 3: Grant, Proposal, and Advocacy Writing: Finding RFPs; Identifying the grantor's needs; Writing persuasive grants, proposals, and advocacy materials; The fundraising document



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PR 08

**Number of Credits:** 0 [Course credit policy \(105\)](#)

**Course Full Title:** Visual Communications  
**Course Short Title:**

**Faculty:** Faculty of Access and Continuing Education

**Department (or program if no department):** Continuing Education

### Calendar Description:

This course will teach course participants the value of graphics, typography, and document design to boost the impact and clarity of PR communications.

**Prerequisites (or NONE):** Admission to the Public Relations certificate

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

### Total Hours: 15

#### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

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

**Expected frequency of course offerings**

(every semester, annually, etc.): Two per semester

**Department / Program Head or Director:** Liana Thompson

**Date approved:** August 21, 2014

**Campus-Wide Consultation (CWC)**

**Date of posting:** August 26, 2014

**Faculty Council approval**

**Date approved:** September 12, 2014

**Dean/Associate VP:** Sue Brigden

**Date approved:** September 12, 2014

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014

PR 08

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify the basic principles of graphic design
- Critique materials according to design principles and considering social and cultural impact
- Use design software to create print and digital materials
- Design a poster for a specific audience and campaign
- Collaborate with a small team to design a brochure and a web page mock-up

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

**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)

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|------------------------------------------|---------------------------------------------|-------------------------------------|------------------|-----------------------|
| 1. Williams, R.                          | <i>The Non-Designer's Indesign Book</i>     | <input checked="" type="checkbox"/> | PeachPit Press   | 2012                  |
| 2.                                       |                                             | <input type="checkbox"/>            |                  |                       |
| 3.                                       |                                             | <input type="checkbox"/>            |                  |                       |
| 4.                                       |                                             | <input type="checkbox"/>            |                  |                       |
| 5.                                       |                                             | <input type="checkbox"/>            |                  |                       |

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

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:     | 0% |

### Details (if necessary):

Assignment Breakdown:

- Poster: 20%
- Brochure: 30%
- Web page mockup: 30%
- Team peer assessment: 20%

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

## Typical Course Content and Topics

Unit 1: Learning Indesign: Adobe basics; The tool palette; Using colour; Working with images

Unit 2: Design Principles: Contrast; Repetition; Alignment; Proximity

Unit 3: Production: Working productively with a team; Brochure layout basics and tips; Web page design basics and tips; Revising, proofing, and printing



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 09                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Copyright and Legal Issues<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br><p>This course examines the copyright and legal considerations needed when designing a communication plan. Protecting work, as well as issues relating to personal information, privacy, open source materials, print materials, images, videos, and social media are covered.</p>                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Admission to the Public Relations certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 15</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">15</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>15</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>15</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
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| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> August 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> August 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |



PR 09

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Explain the components of the Canadian PR Society's code of ethics
- Articulate a personal code of ethics that considers social justice as related to PR practice
- Explain Canadian copyright law and its implications for PR practice
- Develop a correct response to case study scenarios about copyright and legal issues in PR

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

| <u>Author Surname,<br/>Initials</u>  | <u>Title (article, book, journal, etc.)</u>                                                                                                                                                       | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year<br/>Published</u> |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------|---------------------------|
| 1. Canadian Public Relations Society | <i>Code of ethics. Retrieved from <a href="http://www.cprs.ca/aboutus/code_ethic.aspx">http://www.cprs.ca/aboutus/code_ethic.aspx</a></i>                                                         | <input type="checkbox"/> | CPRS             | 2014                      |
| 2. Canada                            | <i>Canada copyright act (R.S.C., 1985, c. C-42). Retrieved from <a href="http://laws-lois.justice.gc.ca/eng/acts/C-42/Index.html">http://laws-lois.justice.gc.ca/eng/acts/C-42/Index.html</a></i> | <input type="checkbox"/> | Canada           | 2014                      |
| 3. Creative Commons                  | <i>Creative Commons. Retrieved from <a href="http://creativecommons.org">http://creativecommons.org</a></i>                                                                                       | <input type="checkbox"/> | Creative Commons | 2014                      |
| 4.                                   |                                                                                                                                                                                                   | <input type="checkbox"/> |                  |                           |

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

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | %   | Assignments: | 70% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | 30% | Lab work:    | %   | Field experience: | % | Shop work: | %  |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0% |

### Details (if necessary):

Assignment breakdown:

- Personal code of ethics: 20%
- Copyright test: 30%
- Case studies: 50%

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

## Typical Course Content and Topics

- Unit 1: Professional Standards: Confidentiality and privacy; Canadian PR Society code of ethics; Freedom of Information and Protection of Privacy Act
- Unit 2: Copyright Compliance: Canadian copyright law; Using citation formats correctly; Open source materials and sources; Attribution; Protecting your work



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Building a Media Kit<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br><p>This workshop provides the first steps to developing materials intended for distribution to potential clients, news outlets, and business associates as a way to increase familiarity with the public relations practitioner and the organization. Participants will learn to write and present materials that promote professional representation.</p>                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Admission to the Public Relations certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                               |          | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 5</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">5</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>5</b></td></tr> </table> |          | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>5</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | <b>Date approved:</b> August 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | <b>Date of posting:</b> August 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

PR 10

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Explain the purposes of a media kit
- Identify the possible components of a media kit
- Create a media kit in response to a case scenario

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

|    | <u>Author Surname.</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year</u><br><u>Published</u> |
|----|-------------------------------------------|---------------------------------------------|--------------------------|------------------|---------------------------------|
| 1. | Cardin, M. &<br>McMullan, K.              | Canadian PR for the Real World              | <input type="checkbox"/> | Pearson          | 2015                            |
| 2. |                                           |                                             | <input type="checkbox"/> |                  |                                 |
| 3. |                                           |                                             | <input type="checkbox"/> |                  |                                 |
| 4. |                                           |                                             | <input type="checkbox"/> |                  |                                 |
| 5. |                                           |                                             | <input type="checkbox"/> |                  |                                 |

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

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

## Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |    |
|----------------|---|--------------|------|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %  |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 0% |

**Details (if necessary):** Media kit (100%)

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

## Typical Course Content and Topics

- Media release
- Media advisory
- Photos
- Backgrounder
- Biography
- Fact sheet



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Employment Messaging<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br><br>This workshop will give course participants an introduction to the skills needed to prepare an employment portfolio including traditional paper resumes and cover letters, online materials, and social media career profiles. The workshop will also cover basic interview techniques.                                                                                                                                                                                                                                                                                                                                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Admission to the Public Relations certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                               |          | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 5</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">5</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>5</b></td></tr> </table> |          | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>5</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | <b>Date approved:</b> August 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | <b>Date of posting:</b> August 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

PR 11

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

### Learning Outcomes

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

- Create a chronological and functional paper-based resume
- Write paper and electronic cover letters/emails
- Use social media tools used to create an online career profile
- Explain the benefits of an online career portfolio

### Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

| <u>Author Surname,<br/>Initials</u>                                                | <u>Title (article, book, journal, etc.)</u>                                                                                                                                                                                                                                 | <u>Current<br/>Edition</u> | <u>Publisher</u>                                  | <u>Year<br/>Published</u> |
|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------|---------------------------|
| 1. Government of Canada                                                            | <i>Writing a Résumé. Retrieved from</i><br><a href="http://www.youth.gc.ca/eng/topics/jobs/resume.shtml">http://www.youth.gc.ca/eng/topics/jobs/resume.shtml</a>                                                                                                            | <input type="checkbox"/>   | Canada                                            | 2014                      |
| 2. School of Management,<br>University at Buffalo, State<br>University of New York | <i>How to effectively use social media in your job<br/>search. Retrieved from</i><br><a href="http://www.youth.gc.ca/eng/topics/jobs/resume.shtml">http://www.youth.gc.ca/eng/topics/jobs/resume.shtml</a>                                                                  | <input type="checkbox"/>   | SUNY                                              | 2014                      |
| 3. Columbia University Center<br>for Career Education                              | <i>Finding a job: Using social media. Retrieved from</i><br><a href="http://www.careereducation.columbia.edu/resources/tipsheets/finding-job-using-social-media-intro">http://www.careereducation.columbia.edu/resources/tipsheets/finding-job-using-social-media-intro</a> | <input type="checkbox"/>   | Columbia University<br>in the City of New<br>York | 2014                      |
| 4.                                                                                 |                                                                                                                                                                                                                                                                             | <input type="checkbox"/>   |                                                   |                           |

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

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

### Typical Evaluation Methods and Weighting

|                |   |              |      |                   |   |            |    |
|----------------|---|--------------|------|-------------------|---|------------|----|
| Final exam:    | % | Assignments: | 100% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | % | Lab work:    | %    | Field experience: | % | Shop work: | %  |
| Other:         | % | Other:       | %    | Other:            | % | Total:     | 0% |

### Details (if necessary):

Assignment break-down:

- Paper cover letter and résumé: 50%
- Digital portfolio plan (1/2 page): 25%
- Social media plan (1/2 page): 25%

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

### Typical Course Content and Topics

1. The traditional career package – job ad, cover letter, résumé types
2. Adapting for different audiences – how to determine employers'/industry's needs
3. Using social media – identifying the correct platforms to use, do's and don'ts
4. The digital career portfolio – when digital format is appropriate, what to include



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Marketing 21 Century Style<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br><p>This workshop introduces up-to-date marketing skills needed for today's workplace. Topics covered in this course will include viral, social, and authentic marketing strategies. It examines how to better engage with current and potential customers.</p>                                                                                                                                                                                                                                                                                                                                                                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Admission to the Public Relations certificate<br><b>Corequisites (if applicable, or NONE):</b> NONE<br><b>Pre/corequisites (if applicable, or NONE):</b> NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                               |          | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 5</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: center;">5</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>5</b></td></tr> </table> |          | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>5</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>5</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | <b>Date approved:</b> August 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | <b>Date of posting:</b> August 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

PR 12

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Evaluate the differences between direct marketing versus engaging clients/customers
- Identify business marketing website design elements including culturally appropriate art and messages
- Draft a Social Media marketing strategy

**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: a combination of lecture, group activities, and self-directed learning.

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

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

| <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>        | <u>Current Edition</u>              | <u>Publisher</u>      | <u>Year Published</u> |
|------------------------------------------|----------------------------------------------------|-------------------------------------|-----------------------|-----------------------|
| 1. Stratten, Scott                       | <i>Unmarketing, Stop Marketing. Start Engaging</i> | <input checked="" type="checkbox"/> | John Wiley & Sons Ltd | 2012                  |
| 2.                                       |                                                    | <input type="checkbox"/>            |                       |                       |
| 3.                                       |                                                    | <input type="checkbox"/>            |                       |                       |

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

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

**Typical Evaluation Methods and Weighting**

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

**Details (if necessary):**

Assignment breakdown:

- Website comparison: 20%
- Marketing goals/design map: 20%
- Draft marketing plan: 60%

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

**Typical Course Content and Topics**

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

Unit 1 (2.5 hours): Introduction to new paradigms of marketing; Reasons companies do and don't use social media; Twitter vs. Facebook vs. LinkedIn vs. Google+; Social Media pitfalls ; Website design elements must haves

Unit 2 (2.5 hours): Compare website design: old paradigm vs. new paradigm; Discuss social media strategies for specific types of organizations/businesses; Map marketing goals to marketing design; Produce a draft marketing plan



ORIGINAL COURSE IMPLEMENTATION DATE: January 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PR 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 0 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Course Full Title:</b> Practicum<br><b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty:</b> Faculty of Access and Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Continuing Education                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Calendar Description:</b><br>A supervised field-based activity through which participants can refine, integrate, and apply the knowledge acquired in the Public Relations certificate program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Prerequisites (or NONE):</b> Grade of C (68-71%) or better in each of PR 01, PR 02, PR 03, PR 04, PR 05, PR 06, PR 07, PR 08, PR 09, PR 10, PR 11, and PR 12<br><b>Corequisites (if applicable, or NONE):</b><br><b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Note: If yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total Hours: 80</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">80</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>80</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 80 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>80</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes,<br>Different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only):</b> 20<br><b>Expected frequency of course offerings</b><br>(every semester, annually, etc.): Two per semester |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 80        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>80</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Department / Program Head or Director:</b> Liana Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> August 21, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> August 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Dean/Associate VP:</b> Sue Brigden                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> September 12, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 26, 2014                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |



PR 13

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Assess supervisor and client group public relations needs
- Create audience-specific documents and campaign materials
- Describe a campaign's content and design requirements
- Create a work plan
- Demonstrate print and/or online design principles
- Justify design, formatting, layout, and content decisions
- Demonstrate interpersonal project skills
- Deliver workplace-specific materials
- Prepare a reflective portfolio of work

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a course in a non-credit certificate program that relies on in-class experience and training.

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

Instructional Methods: a combination of lecture, group activities, and self-directed learning.

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

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

| <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>   | <u>Publisher</u> | <u>Year Published</u> |
|------------------------------------------|---------------------------------------------|--------------------------|------------------|-----------------------|
| 1.                                       |                                             | <input type="checkbox"/> |                  |                       |
| 2.                                       |                                             | <input type="checkbox"/> |                  |                       |

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

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

**Typical Evaluation Methods and Weighting**

|                |   |              |     |                   |   |            |     |
|----------------|---|--------------|-----|-------------------|---|------------|-----|
| Final exam:    | % | Assignments: | 40% | Midterm exam:     | % | Practicum: | 60% |
| Quizzes/tests: | % | Lab work:    | %   | Field experience: | % | Shop work: | %   |
| Other:         | % | Other:       | %   | Other:            | % | Total:     | 0%  |

**Details (if necessary):**

Assignment breakdown:

- Practicum supervisor evaluation: 60%
- Reflective portfolio: 40%

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

**Typical Course Content and Topics**

- Practicum policies and procedures
- Professionalism in the workplace
- Making a work plan
- Milestone reporting
- Supervised field work
- Portfolio basics



Full Program Proposal

**BACHELOR OF ARTS, PEACE & CONFLICT STUDIES MAJOR AND MINOR**

**UNIVERSITY OF THE FRASER VALLEY**

College of Arts

Submitted to Undergraduate Education Committee

Date: September 19, 2014

©Peace and Conflict Studies Program Working Group

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**TABLE OF CONTENTS**

|                                                                                                                              |      |
|------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Executive Summary                                                                                                         | p.3  |
| 2. Degree Level Standards                                                                                                    | p.6  |
| 2.1. Depth and Breadth of Knowledge                                                                                          | p.6  |
| 2.2. Knowledge of Methodologies and Research                                                                                 | p.7  |
| 2.3. Application of Knowledge                                                                                                | p.7  |
| 2.4. Communication Skills                                                                                                    | p.8  |
| 2.5. Awareness of Limits of Knowledge                                                                                        | p.8  |
| 2.6. Professional Capacity/Autonomy                                                                                          | p.8  |
| 3. Credential Recognition and Nomenclature                                                                                   | p.8  |
| 4. Curriculum/Program Content                                                                                                | p.9  |
| 5. Learning Methodologies/Program Delivery                                                                                   | p.14 |
| 6. Admission and Transfer/Residency                                                                                          | p.15 |
| 7. Faculty                                                                                                                   | p.16 |
| 8. Program Resources                                                                                                         | p.16 |
| 9. Program Consultation                                                                                                      | p.17 |
| 10. Program Review and Assessment                                                                                            | p.17 |
| Appendix 1: Program Outcomes Curriculum Map                                                                                  |      |
| Appendix 2: Labour Market Information                                                                                        |      |
| Appendix 3: Comparable Programs                                                                                              |      |
| Appendix 4: Full Course Outlines for Required Courses ( <i>will be added after the course outlines are approved at UEC</i> ) |      |
| Appendix 5: Student-Centred Teaching Philosophy for Peace & Conflict Studies                                                 |      |
| Appendix 6: Faculty CVs ( <i>will be attached when the proposal is submitted to DQAB</i> )                                   |      |
| Appendix 7: Library Resources                                                                                                |      |
| Appendix 8: External Peer Review ( <i>Pending</i> )                                                                          |      |
| Appendix 9: Student Survey                                                                                                   |      |

**1. Executive Summary:**

**An overview of the organization's history, mission and academic goals:** The University of the Fraser Valley is a regional, special purpose, teaching university that serves the Fraser Valley. The university was founded as Fraser Valley College in 1974, became the University College of the Fraser Valley in 1991, and in 2008 received university status to become the University of the Fraser Valley. UFV's Strategic Goals are 1) to provide the best undergraduate education in Canada; 2) be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley; and 3) be innovative, entrepreneurial, and accountable in achieving our goals.

**Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study:** Bachelor of Arts, Peace and Conflict Studies (PACS) Major and Minor

**Location:** Abbotsford, Mission, and Chilliwack campuses of UFV, with the majority of the offerings in Abbotsford. Field work will be offered in the Fraser Valley, and beyond.

**Faculty offering the proposed new degree program:** College of Arts

**Anticipated program start date:** The fall semester (September), 2015.

**Anticipated completion time:** Eight semesters of full-time study (normally takes 4 years).

**Aims, goals and/or objectives of the proposed program:** Peace and Conflict Studies (PACS) is an interdisciplinary and applied program of study that focuses on conflict transformation in the Fraser Valley, and beyond. In addition to analyzing conflict and peace strategies in the classroom, students will acquire practical skills and hands-on experience in conflict transformation and reconciliatory work that promotes equality, justice, and equitable access to and ownership of resources.

**Anticipated contribution to the mandate and strategic plan of the institution:** The PACS program aligns with UFV's strategic goals, particularly in the following ways:

- Teaches the theoretical components of peacebuilding, and applies them to real-world scenarios, thus challenging students to think critically at each stage of analysis, and develop problem-solving skills. (Goal 1A)
- Empowers students to be proactive global citizens by focusing on positive communication and understanding between cultures. Assuming the equality of all human beings, the program promotes the notion that empathy, equality, and mutual respect foster the optimal conditions for social, intellectual, and personal development. (Goal 1C)
- In support of the regional mandate of UFV, the program promotes intercultural dialogue in the Fraser Valley and abroad. The core courses bring the diverse peoples of the Fraser Valley into face-to-face dialogue that is centred on conflict and peacebuilding. Additionally, case studies will expand analysis to global contexts. Students will learn from international

peace practitioners, and they will have the opportunity to develop workplace skills and engage in peacebuilding field work. (Goal 2)

- Part of the peacebuilding education in the PACS program focuses on local and global sustainability. The program also utilizes the University's human resources in bringing together faculty, staff, and students who share the vision of working toward the development of a more peaceful world in which empathy, generosity, and constructive, sustainable peacebuilding are central factors. (Goal 3)

**Linkages between [UFV's Institutional Learning Outcomes](#) and the PACS learning outcomes and curriculum design:** Graduates of the Peace & Conflict Studies program will be able to:

1. identify and interpret the relationship between social conditions and conflicts
2. apply the current theories and methodologies in the field
3. evaluate the roots of conflict in the Fraser Valley region, and in numerous other realms
4. demonstrate conflict transformation skills and mediation skills
5. employ strategies for reconciliation
6. interact in a culturally responsive manner
7. design strategies for developing the social, political, economic, and ecological conditions for peacebuilding
8. reflect critically on their own positionality and its implications during conflict and peacebuilding contexts.

See Appendix 1 for details on how the learning outcomes of specific courses required for the program align with the program and institutional learning outcomes.

**Potential area/sectors of employment for graduates and/or opportunities for further study:** Graduates of peace studies programs can pursue careers in civil rights, counseling, economic development, human rights, social justice, public education, conflict resolution, law, social work, religion, Foreign Service, civil liberties, and the empowerment of disadvantaged peoples. Humanitarian organizations are increasingly recognizing the need for conflict resolution when pursuing community building through improvements in health, education, political representation, and economic participation.<sup>1</sup> Dozens of peacebuilding organizations also offer opportunities for graduates of this program (e.g., Mennonite Central Committee (MCC), Amnesty International, Canadian International Development Agency (CIDA), International Criminal Court (ICC), World Health Organization (WHO), Greenpeace International, Oxfam). Appendix 2 provides detailed labour market information.

**Delivery methods:** The Peace and Conflict Studies major and minor will be delivered via courses, seminars, and field work/practicum experiences. Beyond course work, there will be opportunities for PACS students to engage publicly in lectures, conferences, and ongoing work in the community.

<sup>1</sup> [http://www.canadian-universities.net/Universities/Programs/Peace\\_Studies-Careers.html](http://www.canadian-universities.net/Universities/Programs/Peace_Studies-Careers.html)  
Peace & Conflict Studies Major/Minor September 2014

**Program strengths:** The primary strength of the proposed Peace and Conflict Studies major is that it focuses on transforming conflicts – including social, economic, and resource-related injustices – at the regional level, while also including extensive study of national and international conflicts and peacebuilding initiatives. It encourages students to take personal responsibility in contributing to the development of a more just, equitable, and peaceful world. PACS students will find the requisite knowledge base and resources for integrated interdisciplinary analysis of conflict and peacebuilding in related interdisciplinary UFV programs (such as Indo-Canadian Studies, Indigenous Peoples Knowledge, Mennonite Studies, Global Development Studies) and in the disciplinary-based approaches fostered in other Majors/Minors (e.g., Geography, Political Science, History, Criminology, Communications, Sociology, Anthropology, Philosophy, Psychology, and English).

A second distinctive strength is the combination of hands-on conflict transformation skills and the theoretical, academic analysis of conflict and peacebuilding. In the core program requirements--including three required courses offered through the Justice Institute of British Columbia--students acquire the practical skills of negotiation, mediation, conflict resolution, and restorative practices in simulated exercises. Integration of these skills with the lecture and reading material in PACS courses is applied in field work and in a major capstone project at the end of the major. All stages of the PACS major expand student understanding of conflict in all of its facets, and of peacebuilding theories and practices that have been employed in real-world scenarios. This program encourages students to develop their own understanding of conflict, and strategies for how to transform relationships with the aim of ending cycles of violence and retribution.

**Support and recognition from professional bodies:** Numerous networks of peace scholars and practitioners span the globe. The Peace and Justice Studies Association (PJSA) is the organization that supports peace and conflict studies professors in North America. UFV Faculty members of the PACS working group hold memberships in this organization, and have met with members of the PJSA executive. The PJSA board has wholeheartedly endorsed the development of UFV's PACS program.

**Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.** Peace Studies is a well-recognized interdisciplinary program of study in North America, and beyond. Over 400 Peace Studies programs exist in colleges and universities in Canada, the United States, and in other countries throughout the world, most of which are undergraduate programs. The Peace and Conflict Studies Major/Minor at UFV has all of the requisite components of a program in this field, and is the only degree (and level of specialization) of its kind west of Winnipeg, Manitoba. It will offer a destination of choice to graduates of the Langara College two-year Associate of Arts Degree and Diploma in Peace and Conflict Studies. (A transfer agreement is being arranged with Langara to facilitate students' transfer into the UFV PACS program.) BC's lower mainland is home to other programs related to the field of peace and conflict studies, but their areas of focus differ from UFV's proposed major. These include the Centre for Restorative Justice (Simon Fraser University, Burnaby): primarily a research centre, with a small number of restorative justice courses; and the Justice Studies program

*Peace & Conflict Studies Major/Minor September 2014*

(Royal Roads University, Victoria): a Bachelor of Arts in Justice Studies with focus on the Canadian justice system. This program does not include the broader field of peacebuilding.

The only other Peace Studies program in BC is housed in the Mir Centre for Peace at Selkirk College in Castlegar. The College offers a Liberal Arts Diploma in Peace Studies and a Certificate in Transformative Justice.

Appendix 3 contains additional information on comparable Canadian and world-wide programs.

**Names, titles, e-mail addresses of the members of the program working group, and any members of a reference group, and the name and e-mail address of the Dean(s) of the faculties involved:**

- Jacqueline Nolte, PhD: Dean, College of Arts: [Jacqueline.Nolte@ufv.ca](mailto:Jacqueline.Nolte@ufv.ca)
- Steven Schroeder, PhD History (Chair, Program Working Group) [Steven.Schroeder@ufv.ca](mailto:Steven.Schroeder@ufv.ca): Modern Europe, 20th Century Germany, the Holocaust, Palestine/Israel, religion, and reconciliation.
- Garry Fehr, PhD Geography [Garry.Fehr@ufv.ca](mailto:Garry.Fehr@ufv.ca): Rural livelihoods, resource management, political ecology, local governance, and community development (focus: South Asia and British Columbia).
- Hayli Millar, PhD Criminology [Hayli.Millar@ufv.ca](mailto:Hayli.Millar@ufv.ca): Comparative and international law and criminal justice; state and institutional violence against women, Indigenous peoples, and children; state accountability; and, human rights.
- Edward Akuffo, PhD Political Science [Edward.Akuffo@ufv.ca](mailto:Edward.Akuffo@ufv.ca): Development, international cooperation and peace.
- Satwinder Bains, PhD (cand.) [Satwinder.Bains@ufv.ca](mailto:Satwinder.Bains@ufv.ca): Indo-Canadian Studies, cross-cultural education; immigration and integration; social and community development for immigrants; women's rights and cultural politics; Diaspora studies; and, Sikhism and the politics of identity.
- Marcella LaFever, PhD Communications [Marcella.LaFever@ufv.ca](mailto:Marcella.LaFever@ufv.ca): Intercultural communication; workplace communication; and, cultural diversity and small group decision-making processes.
- Irwin Cohen, PhD Criminology [Irwin.Cohen@ufv.ca](mailto:Irwin.Cohen@ufv.ca): Serious and Violent Young Offenders; Juvenile Justice; State Torture; Political Terrorism; Victimization; Alcohol, Drug, Gaming, and Internet addiction.
- David Morosan, PhD Psychology [David.Morosan@ufv.ca](mailto:David.Morosan@ufv.ca): Trauma, memory, metaphor and analogical thinking, counseling, family therapy, and mediation.
- Shirley Hardman, BA, M.Ed [Shirely.Hardman@ufv.ca](mailto:Shirely.Hardman@ufv.ca): Senior Advisor to the Provost on Indigenous Affairs

## **2. Degree Level Standard**

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

The PACS major has been designed to provide students with comprehensive knowledge of the interdisciplinary field of Peace and Conflict Studies, and specific in-depth knowledge of the program's focus areas of conflict analysis and peacebuilding. Lower level courses examine the

*Peace & Conflict Studies Major/Minor September 2014*

foundational concepts of the field and introduce students to the central components of conflict – including personal, communal, and international aspects – and historical examples of the attempts to create durable peace in conflict zones throughout the world. The unique aspects of UFV's PACS program are investigated at this introductory level, including the central components of self-awareness and empathy, particularly in cross-cultural dialogue and understanding, and theory and practical skills in conflict transformation and peacebuilding. Upper level courses employ these foundational theoretical and practical components in the examination of real-world conflict scenarios that involve human rights, social justice, inter-personal violence and resource and territorial disputes. Upper level peacebuilding courses focus on transforming conflict, mediation, transitional justice, reconciliation, and the establishment of conditions that ensure peace long-term.

The breadth of the program is necessarily considerable due to the complexity of conflict and peacebuilding. Understanding conflict scenarios and strategies to building peace requires a holistic, interdisciplinary approach.

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

The introductory core courses introduce students to the research methodologies of numerous academic disciplines, all of which are relevant to research in the field of Peace and Conflict Studies. Research conducted by journalists, activists, and others is also important in understanding conflict and peacebuilding, and this work will be analyzed in PACS courses alongside academic scholarship. The core methodological components that all students will examine include: study of how scholars and others have shaped analysis of conflict and peacebuilding; the development of appropriate research methodologies; the evaluation of primary resources in relation to research questions relevant to Peace and Conflict Studies and, the application of knowledge and problem-solving skills in relation to real-world conflict scenarios.

## **2.3. Application of Knowledge**

The applied components of the PACS program are numerous, as all aspects of the major encourage the transformation from self-centred reasoning to empathic connection between individuals, communities and governments. The program encourages equitable coexistence, which involves viewing others as belonging to one's own sphere of responsibility. Creativity and sound judgement are required in the processes of change that transform conflict and build peace.

Lower level courses include cross-cultural dialogue and communal problem-solving in peacebuilding scenarios in which students observe and engage with people who are involved in this work both locally and internationally as scholars, practitioners, and activists. Upper level courses build on this knowledge and these experiences as students engage with real-world conflict scenarios in the classroom, and also in field work.

Together, the foundational knowledge and skills acquisition components of the PACS program together with the hands-on experience in real-world conflict scenarios will produce self and

*Peace & Conflict Studies Major/Minor September 2014*



socially-aware graduates who will be able to apply their knowledge and skills to conflict scenarios in their own lives, in their communities, and in the broader world.

**2.4. Communication Skills**

Communication skills are central to the PACS program. Core courses include focus on development of self-awareness and sensitivity in interpersonal and intercultural communication, which are pre-requisites to negotiation, mediation, and navigating all aspects of peacebuilding in conflict scenarios. Faculty and guest practitioner presentations, written assignments and oral presentations train students to formulate and present sound arguments with respect and sensitivity. Consistent with the PACS major's learning outcomes, graduates will have learned how to communicate their peacebuilding strategies to specialized and lay audiences in a culturally responsive manner.

**2.5. Awareness of Limits of Knowledge**

The limits of our knowledge and the biases of our perspectives factor significantly in the outbreak and longevity of conflicts at the personal, communal, and international levels. These biases also impact and impede reconciliatory work. Throughout the PACS program, multiple viewpoints will be presented that challenge one's self-referential position and that underscore the uncertainty and ambiguity inherent in interpersonal relations. PACS courses will expand the students' viewpoints, challenge presuppositions, encourage respectful exchange, and foster genuine collaborative peacebuilding work. Built into the skills acquisition component of the program is raising awareness of another's viewpoint, with particular consideration of power differentials, perceptions in negotiation and mediation, and in producing durable peace.

**2.6. Professional Capacity/Autonomy**

The PACS program prepares students to analyse conflicts accurately, and to be able to utilize their analysis in peacebuilding work. This work demands a high level of personal responsibility and accountability, as the outcome has the potential to impact lives significantly. The PACS program builds a sense of autonomy in challenging students to develop their critical thinking skills. Balancing this autonomy is the requisite collaboration in peacebuilding, which is most effective when conducted collegially at all levels. The PACS program fosters the kind of independent thinking and collaborative work that serves students embarking on peacebuilding work in their academic studies, and in their professional work after graduation.

**3. Credential Recognition and Nomenclature**

After consultation with numerous scholars and program directors across North America who work in the interdisciplinary academic field of Peace Studies, the program working group found that numerous program titles have come to represent this field in academic institutions (e.g., Conflict Resolution and Peacebuilding; International Peace Studies; War and Peace Studies). The program title, "Peace and Conflict Studies," and its acronym "PACS," is a common title in this field, and a well-recognized credential within the Bachelor of Arts degree in numerous universities in North America. Although the foundational components of PACS programs share a common knowledge and methodological base, the core curriculum and content of PACS programs typically reflect the

*Peace & Conflict Studies Major/Minor September 2014*

strengths and focal points of the host institution. In UFV's case, the PACS program reflects the regional focus of the University by stressing cross-cultural awareness and communication. It also highlights the strengths of UFV faculty researchers and teachers whose work stresses the central components of the program: social justice, reconciliation, equitable, accountable governance. Regardless of title, Peace Studies programs are widely recognized by universities around the world.

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

The PACS major and minor will be offered as specializations within the UFV Bachelor of Arts. The core requirements of the PACS include 15 lower-level credits, 30 upper-level credits, and the equivalent of 49 hours of conflict resolution education. The minor requires 9 lower-level credits and 15 upper-level credits.).

Students in other degree programs that allow for the declaration of an Arts program may also be interested in this major or minor. These programs include the Bachelor of Business Administration, Bachelor of General Studies, Bachelor of Arts (Criminal Justice), Bachelor of Kinesiology, and Bachelor of Science.

The seven PACS courses that form the required core component of the program include foundational courses that: introduce students to the field; model cross-cultural communication and interfaith dialogue; and explore the central concepts of analyzing and transforming conflict. Skills acquisition is included in the core component requiring students to take courses at the Justice Institute of British Columbia. The upper level core courses employ knowledge and theory in field work placements, and a major capstone peacebuilding project.

Numerous core courses can be selected from a range of courses that fit into the program's two central themes: Conflict Analysis and Peacebuilding. Conflict Analysis is comprised of two categories, "Individual and Society," and "National and International" whereas Peacebuilding is comprised of three categories: "Individual and Society," "International," and "Sustainability". To ensure a broad range of knowledge of the field, students will select courses from each one of these categories.

For proposed new courses, see Appendix 4.  
(Official Course Outlines for existing courses are linked below).

#### **Peace & Conflict Studies Major Required Courses**

Students can declare a Major in Peace and Conflict Studies (PACS) after completion of at least 30 university-level credits (including PACS 100 and PACS 200) with a minimum of 2.33 CGPA on all credits attempted.

To complete the PACS Major, students will need to fulfill the following requirements, which must include 30 upper-level credits:

|                                    | Course                                                     | Title                                                                                                                                           | Credits |
|------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Introduction and Foundation</b> | *PACS 100                                                  | Introduction to Peace & Conflict Studies                                                                                                        | 3       |
|                                    | *PACS 200                                                  | Conflict Analysis and Peacebuilding in the Fraser Valley                                                                                        | 3       |
|                                    | <a href="#">HSER 120</a><br>or<br><a href="#">CMNS 180</a> | Introduction to Interpersonal Communication<br>or<br>Introduction to Intercultural Communication                                                | 3       |
|                                    | *PACS 310                                                  | Conflict Transformation                                                                                                                         | 3       |
|                                    | PACS 346/GEOG 346                                          | Geography of Religion and Peacebuilding                                                                                                         | 4       |
| <b>Conflict Analysis</b>           | <b>Individual and Society</b>                              | Selected from List 1A                                                                                                                           | 3       |
|                                    | <b>National and International</b>                          | Selected from List 1B                                                                                                                           | 3-8     |
| <b>Peacebuilding</b>               | <b>Individual and Society</b>                              | Selected from List 2A                                                                                                                           | 3       |
|                                    | <b>National and International</b>                          | Selected from List 2B                                                                                                                           | 6-12    |
|                                    | <b>Sustainability</b>                                      | Selected from List 2C                                                                                                                           | 3-8     |
| <b>Practice</b>                    | *PACS 390<br>or<br>*PACS 391                               | Conflict Analysis and Peacebuilding Directed Study (with colloquium)<br>or<br>Conflict Analysis and Peacebuilding Field Work(with colloquium)** | 3       |
| <b>Capstone</b>                    | *PACS 400                                                  | Conflict Analysis and Peacebuilding Seminar (with colloquium)                                                                                   | 3       |

\*new course

\*\* will require referrals, GPA, and committee approval

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

In addition to the course requirements listed above, students in the PACS Major are required to complete the following courses offered by the Justice Institute of British Columbia (JIBC), or equivalent:

- CCR 100: Foundations of Collaborative Conflict Resolution (21 hours)
- CCR 172: Balancing Empathy and Assertion (14 hours)
- CCR 173: Managing the Conflict Within (14 hours)

As per special arrangement between UFV and JIBC, these courses will be offered at the UFV Clearbrook campus at a time convenient to students in the Major. Students will pay the JIBC fees for these courses (\$589.00 for the 21-hour course and \$388.00 for each of the 14-hour courses (subject to annual increases as permitted by the Province of BC Tuition Limit Policy).

*Peace & Conflict Studies Major/Minor September 2014*

**Peace & Conflict Studies Minor: Required Courses**

Students can declare a Minor in Peace and Conflict Studies (PACS) after completion of at least 30 university-level credits (including PACS 100 and PACS 200) with a minimum of 2.33 CGPA on all credits attempted.

To complete the PACS Minor, students will need to fulfill the following requirements which must include 15 upper-level credits:

|                                    | Course                                                            | Title                                                                                                                                                                                                                       | Credits |
|------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Introduction and Foundation</b> | *PACS 100                                                         | Introduction to Peace & Conflict Studies                                                                                                                                                                                    | 3       |
|                                    | *PACS 200                                                         | Conflict Analysis and Peacebuilding at Home and Abroad                                                                                                                                                                      | 3       |
|                                    | <a href="#">HSER 120</a><br>or <a href="#">CMNS 180</a>           | Introduction to Interpersonal Communication<br>or<br>Introduction to Intercultural Communication                                                                                                                            | 3       |
|                                    | *PACS 310                                                         | Conflict Transformation                                                                                                                                                                                                     | 3       |
|                                    | PACS 346/GEOG 346                                                 | Geography of Religion and Peacebuilding                                                                                                                                                                                     | 4       |
| <b>Conflict Analysis</b>           | <b>National and International</b>                                 | Selected from List 1B                                                                                                                                                                                                       | 3-4     |
| <b>Peacebuilding</b>               | <b>National and International<br/>or<br/>Sustainability</b>       | Selected from List 2B or 2C                                                                                                                                                                                                 | 3-4     |
| <b>Practice or Capstone</b>        | Choose one of:<br>*PACS 390<br>or<br>*PACS 391<br>or<br>*PACS 400 | Conflict Analysis and Peacebuilding Directed Study (with colloquium)<br>or<br>Conflict Analysis and Peacebuilding Field Work (with colloquium)**<br><br>or<br>Conflict Analysis and Peacebuilding Seminar (with colloquium) | 3       |

\*new course

\*\* will require referrals, GPA, and committee approval

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

**PACS Course Lists** (Students will be advised to plan to satisfy prerequisites for the courses that they intend to take from these lists).

**1A: Conflict Analysis (Individual & Society): Lower Level**

| Course                                                     | Prerequisites |
|------------------------------------------------------------|---------------|
| <a href="#">PHIL 110</a> : Morality and Politics (3)       | None          |
| <a href="#">SOC 230</a> : The Individual and Society (3)   | SOC 101       |
| <a href="#">SOC 265</a> : Social Inequality (3)            | SOC 101       |
| <a href="#">SOC 270</a> : Dynamics of Racism in Canada (3) | SOC 101       |
| <a href="#">SOWK 283</a> : Family Dynamics (3)             | HSER 120      |

**1B. Conflict Analysis (National & International): Upper Level**

| Course                                                                                                               | Prerequisites                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">CRIM 311</a> : Multiculturalism, Conflict, and Social (3)                                                | Permission of School of Crim Justice                                                                                                                                                                                      |
| <a href="#">GEOG 323</a> : Geography of War, Terrorism and Peace (4)                                                 | GEOG 240, 241; CRIM 214C; POSC 190, 230                                                                                                                                                                                   |
| <a href="#">HIST 315</a> : War and Society in the Modern West (4)                                                    | One of HIST 208 (formerly 201), HIST 209 (formerly 202), HIST 210 (formerly 111), or the previously offered HIST 112, and either six additional credits of lower-level history or 42 additional university-level credits. |
| <a href="#">HIST 335</a> : History of the Israeli-Palestinian Conflict (4)                                           | One of HIST 210, RLST 201, RLST 330, ANTH 130, or SOC 340; and either six additional credits of lower-level history or 42 additional university-level credits.                                                            |
| <a href="#">HIST 418</a> : The Great War, 1914-1918 (4)                                                              | HIST 210 (formerly HIST 111), six additional credits of lower-level history, and one 300-level history course.                                                                                                            |
| <a href="#">HIST 419</a> : Tyranny, Demise, and Legacies: European Dictatorships of the 20 <sup>th</sup> Century (4) | HIST 210, 6 credits lower-level History and one 300-level history course                                                                                                                                                  |
| <a href="#">HIST 420</a> : World War II (4)                                                                          | HIST 210 (formerly HIST 111), six additional credits of lower-level history, and one 300-level history course.                                                                                                            |
| <a href="#">HIST 460</a> : State Terror, Human Rights, and the Politics of Memory in Latin America                   | Nine credits of lower-level HIST/LAS and one 300-level HIST or LAS course.                                                                                                                                                |
| <a href="#">PSYC 368</a> : Political Psychology (3)                                                                  | PSYC 101 and PSYC 102                                                                                                                                                                                                     |

**2A. Peacebuilding (Individual and Society)**

| Course                                                                                       | Prerequisites                                                             |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <a href="#">ANTH 130</a> : Anthropology of World Religions (3)                               | None                                                                      |
| <a href="#">ANTH 220</a> : Culture Change: Accommodation, Resistance, and Transformation (3) | 18 credits                                                                |
| <a href="#">CMNS 212</a> : Basic Public Relations and Advocacy Communication (3)             | One of CMNS 115, CMNS 125, CMNS 145, CMNS 155, CMNS 165, CMNS 175 or ENGL |

*Peace & Conflict Studies Major/Minor September 2014*

|                                                                                     |                                                                              |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
|                                                                                     | 105                                                                          |
| <a href="#">CMNS 280</a> : Team and Small Group Communication for the Workplace (3) | CSM 108, or one of the following: CMNS 125, CMNS 155, CMNS 175, or ENGL 105. |
| <a href="#">MACS 110</a> : Introduction to Communication Theory (3)                 | None                                                                         |

**2B. Peacebuilding (National and International)**

| Course                                                                                          | Prerequisites                                                               |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <a href="#">CRIM 335</a> : Human Rights and Civil Liberties (3)                                 | POSC 110 recommended                                                        |
| <a href="#">HIST 327</a> : Settler-Indigenous Relations in New Zealand and Canada (4)           | Nine credits of lower-level history or 45 university-level credits.         |
| * <a href="#">HIST 417</a> : Waging Peace in 20 <sup>th</sup> Century (4)                       | HIST 210 and 300-level history                                              |
| <a href="#">INCS 392</a> : Immigration and Social Integration: The Indo-Canadian experience (3) | SOC 101 and 45 credits                                                      |
| <a href="#">PHIL 305</a> : Philosophy of Decision Making and Dispute Resolution (3)             | 60 credits of university-level course work. PHIL 100 and/or 110 recommended |
| <a href="#">POSC 331</a> : Western Peace Traditions (3)                                         | 45 credits                                                                  |
| <a href="#">POSC 335</a> : Civil Liberties and the Charter in Canada (3)                        | 45 credits from Arts, Science or Applied programs, including POSC 110       |
| <a href="#">POSC 360</a> : The United Nations and International Organizations (3)               | 45 credits                                                                  |

**2C. Peacebuilding (Sustainability): Upper Level**

| Course                                                                        | Prerequisites                                                                                           |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <a href="#">GEOG 340</a> : Geographies of Poverty and Development (4)         | One of GEOG 240, GEOG 241, GEOG 242, or SOC 250/GDS 250                                                 |
| <a href="#">GEOG 312</a> : Political Ecology (4)                              | One of: GEOG 240, GEOG 241, GEOG 242                                                                    |
| <a href="#">MENN 300</a> : Mennonite Relief and Development Organizations (4) | 45 university-level credits; MENN 100 is highly recommended                                             |
| <a href="#">PHIL 318</a> : Environmental Ethics (3)                           | 45 credits, including nine credits in Philosophy or Political Science; or permission of the instructor. |
| <a href="#">SOC 346</a> : Environmental Justice (4)                           | 45 university-level credits including 6 credits of Sociology.                                           |

\*new course

### **PEACE AND CONFLICT STUDIES MAJOR PROGRAM PATH**

The following constitute a model program path for PACS Major students. Students declaring a Minor will take the courses in red.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1:</b> <ul style="list-style-type: none"> <li>• BA Writing requirement</li> <li>• <b>PACS 100</b> (Semester 1, Fall)</li> <li>• <b>PACS 200</b> (Semester 2, Winter)</li> <li>• The following are prerequisites to courses included in thematic lists. They are recommended to allow students maximum flexibility in their course selection in Year 2 and 3. They will count as BA elective courses: <ul style="list-style-type: none"> <li>○ PHIL 100</li> <li>○ POSC 110</li> <li>○ SOC 101</li> <li>○ PSYC 102</li> </ul> </li> </ul> |
| <b>Year 2:</b> <ul style="list-style-type: none"> <li>• <b>HSER 120 or CMNS 180</b></li> <li>• One lower-level course in Conflict Analysis (List 1A)</li> <li>• One lower-level in Peacebuilding (List 2A)</li> <li>• 3 BA elective courses, including the following prerequisites for courses in Year 3: <ul style="list-style-type: none"> <li>○ HIST 210</li> <li>○ GEOG 240 or 241</li> </ul> </li> </ul>                                                                                                                                    |
| <b>Year 3:</b> <ul style="list-style-type: none"> <li>• <b>PACS 310</b></li> <li>• <b>PACS 346/GEOG 346</b></li> <li>• <b>One course in Conflict Analysis (1B)</b></li> <li>• Three courses in Peacebuilding (List 2B or 2C)</li> <li>• <b>(Students completing the Minor can select one course from either 2B or 2C)</b></li> <li>• Two additional upper-level courses (List 1B, 2B or 2C)</li> <li>• BA elective courses</li> <li>• JIBC courses or equivalent must be completed before the beginning of Year 4</li> </ul>                     |
| <b>Year 4:</b> <ul style="list-style-type: none"> <li>• PACS 390 or 391 (Semester 7, Fall)<br/><b>(Students completing the Minor can select one course from either 390, 391 or 400)</b></li> <li>• PACS 400 (Semester 8, Winter)</li> <li>• Remaining BA elective courses</li> </ul>                                                                                                                                                                                                                                                             |

Note: PACS courses will count towards the Social Science BA requirement.

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

The program's learning outcomes will be achieved via the delivery of a wide range of courses that incorporate numerous disciplines. Core PACS courses and numerous discipline-based courses in History, Criminology, Sociology, Political Science and Psychology will provide the requisite tools for conflict analysis theoretically, and in an applied manner. PACS and Sociology courses will have

*Peace & Conflict Studies Major/Minor September 2014*

students identify the social conditions that lead to conflict in numerous scenarios around the world. Geography and Political Science courses and upper level PACS courses will have students design peacebuilding strategies, and Communications courses will train students to interact in a culturally-responsive manner. Criminology, History and Political Science courses will provide strategies for post-conflict reconciliation, and the Conflict Transformation course and the JIBC courses will train students to be able to demonstrate conflict transformation and mediation skills.

The cores PACS courses are designed with a student-centred teaching philosophy (see Appendix 5). Faculty members will facilitate an intrinsic learning process, in which students discover the core components of inequality and their ties to conflict, and how to address these inequalities in a robust manner. In order to do this, students will require creativity and an appetite for new ideas and for the discovery of different ways of approaching issues. Thus, spaces in the major are required where 'big' human questions are addressed, and where the discussion is wide-ranging. The discussion spaces need to be safe, respectful of difference, and thoughtful, so that students can see respectful and open dialogue modeled. In order to achieve this, a continuing colloquium will be integrated into the major, with students meeting together regularly to address a problem. Each student would have the ability to pose a problem related to the theme for discussion, and each student would devise a solution to the problem (and a product for evaluation, e.g., a film, a paper, a formal strategy for change).

The PACS major has been constructed in relation to the expertise of UFV faculty. All core required courses and electives are current UFV courses, with the exception of six courses, which have been developed for the program. UFV faculty have the expertise to teach four of these new courses. A sessional appointment will be required to fill the Conflict Transformation course and an agreement with the JIBC has assured delivery of three short skills-based courses totaling four UFV credits.

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

### ***Admission Requirements***

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

[http://www.ufv.ca/calendar/2012\\_13/general/admissions.htm](http://www.ufv.ca/calendar/2012_13/general/admissions.htm).

The entrance requirements of the Bachelor of Arts degree will apply to the Peace and Conflict Studies program. Students can declare a major in Peace and Conflict Studies after completion of at least 30 university-level credits (including PACS 100 and PACS 200) with a minimum of 2.33 CGPA on all credits attempted.

### ***Transfer Credit***

Transfer credits will be evaluated based on existing BCCAT agreements and in accordance with UFV's Transfer Credit Policy 107 (<http://www.ufv.ca/Assets/Secretariat/Policies/107.pdf>). The Office of the Registrar at UFV maintains a list of transfer credits agreements. Transfer credit arrangements for first and second year courses, and some upper-level courses, in B.C. Institutions are published in the B.C. Transfer Guide, available at [www.bctransferguide.ca](http://www.bctransferguide.ca).

Students from all relevant and comparable programs (see section "Related programs", p. 7 and

*Peace & Conflict Studies Major/Minor September 2014*



appendix 3) will be eligible to apply for transfer credits. A block transfer agreement with the Mir Centre at Selkirk College is under consideration.

UFV PACS graduates will be eligible for admission into Royal Roads' MA degree programs in Conflict Analysis and Management, Disaster and Emergency Management, and Human Security and Peacebuilding.

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

UFV's Prior Learning Assessment and Recognition can take one of two forms: course challenge or portfolio assessment. UFV's Prior Learning Assessment and Recognition Policy 94

(<http://www.ufv.ca/Assets/Secretariat/Policies/94.pdf>) and Portfolio Assessment Policy 97

(<http://www.ufv.ca/Assets/Secretariat/Policies/97.pdf>) will apply to this program.

#### ***Residency Requirements***

Students must meet UFV's residency requirement, which is that at least 50% of the required credits for the BA must have been completed at UFV. For more information, please see:

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

### **7. Faculty**

The UFV faculty include members who have expertise in the field of Peace and Conflict analysis studies (these are members of the Program Working Group and their CVs are attached in Appendix 6). We are also relying on the expertise of a broader range of faculty members in various departments. They will be teaching the core PACS courses and all disciplinary-based courses included in the program thematic lists. Sessional expertise will be sought for the Conflict Transformation course. The Conflict Transformation instructor who will fill the sessional appointment for that course will hold an MA or PhD in conflict transformation studies, with teaching and relevant field experience. Skills-based courses will be taught by JIBC instructors as per a JIBC-UFV agreement. The JIBC instructors have expertise and practical experience in their respective fields of conflict resolution and relational dynamics of power, empathy, and assertion. Faculty expertise and program integrity will be sustained and furthered through annual professional development seminars for faculty teaching in the program. These seminars will also be open to all UFV faculty and staff and will serve the purpose of furthering a culture of peacebuilding at UFV.

### **8. Program Resources**

Course rotation and utilization rates have been assessed for all core courses and courses included in the thematic lists. All department heads have been consulted on the inclusion of courses in their respective departments, which has provided clarity for each core course, or core elective course, in the PACS program.

A library analysis is completed revealing a strong collection in Peace and Conflict Studies, including the Dr. John and Erna Peace Studies Collection, established in 2012. A Peace and Conflict Studies

*Peace & Conflict Studies Major/Minor September 2014*

LibGuide has been created, which provides simple access to a wide range of resources related to this field of study. UFV Interlibrary loan agreements with hundreds of North American university libraries ensures that students and faculty have access to all relevant materials in this field. (See Appendix 7 for analysis of library resources.)

External funding for PACS program has begun, and a joint community-UFV fundraising campaign is underway.

#### **9. Program Consultation**

UFV faculty members and administrators have investigated the current state of peace-related programs at universities in North America. Consultative visits to three universities in Winnipeg, two universities in Ontario, and the University of Notre Dame in the United States have provided crucial information regarding what works and what does not regarding program development and delivery, and employment options for graduates of peace studies programs.

In May 2014, the full program proposal was reviewed by two academic experts in the field. Both peer reviews were very positive and supportive of the program. One reviewer noted that the PACS proposal “appeared to represent a lot of good work in developing an achievable plan,” and that “the combination of academic courses, skills based workshops and field studies opportunities will complement, supplement and reinforce each other” in what he predicted would be a “very successful” program. The second reviewer stated: “I find this to be a very cogent presentation of an exciting proposal that I believe will be a great success at the University of the Fraser Valley.” Both provided suggestions for strengthening the proposal, which the Program Working Group discussed in detail. Responses to the suggestions for improvement are summarized in Appendix 8.

Of 403 students surveyed, 116 provided written comments in response the proposed PACS program. From this group, 109 students indicated a positive response to the PACS major. From that number, 81 students indicated that they would either take the major or minor were it to be offered, or would have taken the major or minor if it had been offered at a time when they were deciding on their program path. The remaining 28 students (from the 109 positive responses) requested more information on the PACS program. In all, only 7 students out of the 116 who provided written responses expressed disinterest in the program. (See Appendix 9 for Student Survey)

#### **10. Program Review and Assessment**

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

**Program Outline for Draft Calendar Copy****Bachelor of Arts, Peace & Conflict Studies****Major and Minor****1. Faculty and department of program**

The program will be offered by the College of Arts

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

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

**3. Program title/credential**

Bachelor of Arts, Peace & Conflict Studies

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

Major and Minor

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

Peace and Conflict Studies (PACS) is an interdisciplinary program of study with a well-developed theoretical and research base that drives its practical and applied components. The PACS program at UFV focuses on conflict at the personal, communal, and international levels with the intent of having students develop their own viable prospects for peacebuilding in these troubled contexts.

The program incorporates development of a diverse set of skills, such as conflict analysis, interpersonal skills, compassion, sensitivity, confrontation, consensus building, justice, and reconciliation.

In addition to studying in classroom settings the factors that contribute to conflicts, students will acquire hands-on experience in conflict transformation and reconciliatory work that builds peaceful relationships in their own lives, in their communities, and in the broader world.

**6. Entrance requirements**

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

Students can declare a Major or Minor in Peace & Conflict Studies after the completion of at least 30 university-level credits (including PACS 100 and PACS 200) with a minimum 2.33 CGPA on all credits attempted.

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

See the [Fees and Other Costs](#) section for more information.

Students are required to take three short courses offered by the Justice Institute of British Columbia (JIBC) Centre for Conflict Resolution as part of the requirement for the Major. These are CCR: Foundations of Collaborative Conflict Resolution (21 hours); CCR 127: Balancing Empathy and Assertion (14 hours); and CCR 173: Managing the Conflict Within (14 hours). The fees for these courses have been set at \$589.00 for the 3-day course and \$388.00 for each of the two-day courses (subject to annual increases as permitted by the Province of BC Tuition Limit Policy).

**8. Program duration and total number of credits**

In addition to the general requirements of the UFV Bachelor of Arts, students must meet the requirements for the Peace & Conflict Studies Major or Minor.

Students taking the Peace & Conflict Studies Program will be able to complete this credential over eight semesters of full-time studies, which normally takes 4 years.

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

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

**Peace & Conflict Studies Major Required Courses**

Students can declare a Major in Peace and Conflict Studies (PACS) after completion of at least 30 university-level credits (including PACS 100 and PACS 200) with a minimum of 2.33 CGPA on all credits attempted.

To complete the PACS Major, students will need to satisfy the following requirements which must include 30 upper-level credits:

|                                    | Course                                                     | Title                                                                                                                                            | Credits |
|------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Introduction and Foundation</b> | *PACS 100                                                  | Introduction to Peace & Conflict Studies                                                                                                         | 3       |
|                                    | *PACS 200                                                  | Conflict Analysis and Peacebuilding in the Fraser Valley                                                                                         | 3       |
|                                    | <a href="#">HSER 120</a><br>or<br><a href="#">CMNS 180</a> | Introduction to Interpersonal Communication<br>or<br>Introduction to Intercultural Communication                                                 | 3       |
|                                    | *PACS 310                                                  | Conflict Transformation                                                                                                                          | 3       |
|                                    | PACS 346<br>/ GEOG 346                                     | Geography of Religion and Peacebuilding                                                                                                          | 4       |
| <b>Conflict Analysis</b>           | Individual and Society                                     | Selected from List 1A                                                                                                                            | 3       |
|                                    | National and International                                 | Selected from List 1B                                                                                                                            | 3-8     |
| <b>Peacebuilding</b>               | Individual and Society                                     | Selected from List 2A                                                                                                                            | 3       |
|                                    | National and International                                 | Selected from List 2B                                                                                                                            | 6-12    |
|                                    | Sustainability                                             | Selected from List 2C                                                                                                                            | 3-8     |
| <b>Practice</b>                    | *PACS 390<br>or<br>*PACS 391                               | Conflict Analysis and Peacebuilding Directed Study (with colloquium)<br>or<br>Conflict Analysis and Peacebuilding Field Work (with colloquium)** | 3       |
|                                    | *PACS 400                                                  | Conflict Analysis and Peacebuilding Seminar (with colloquium)                                                                                    | 3       |

\*new course

\*\*will require referrals, GPA, and committee approval

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

In addition to the course requirements listed above, students in the PACS Major are required to complete the following courses offered by the Justice Institute of British Columbia (or equivalent):

- CCR 100: Foundations of Collaborative Conflict Resolution (21 hours)
- CCR 172: Balancing Empathy and Assertion (14 hours)
- CCR 173: Managing the Conflict Within (14 hours)

As per special arrangement between UFV and JIBC, these courses will be offered at the UFV Clearbrook campus. Please contact the PACS program coordinator for detailed information about when these courses will be offered. Also see the section "Fees and additional costs" above.

## **Peace & Conflict Studies Minor: Required Courses**

Students can declare a Minor in Peace and Conflict Studies (PACS) after completion of at least 30 university-level credits (including PACS 100 and PACS 200) with a minimum of 2.33 CGPA on all credits attempted.

To complete the PACS Minor, students will need to satisfy the following requirements which must include 15-upper-level credits:

|                                    | Course                                                            | Title                                                                                                                                                                                                                   | Credits |
|------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Introduction and Foundation</b> | *PACS 100                                                         | Introduction to Peace & Conflict Studies                                                                                                                                                                                | 3       |
|                                    | *PACS 200                                                         | Conflict Analysis and Peacebuilding at Home and Abroad                                                                                                                                                                  | 3       |
|                                    | <a href="#">HSER 120</a><br>or<br><a href="#">CMNS 180</a>        | Introduction to Interpersonal Communication<br>or<br>Introduction to Intercultural Communication                                                                                                                        | 3       |
|                                    | *PACS 310                                                         | Conflict Transformation                                                                                                                                                                                                 | 3       |
|                                    | PACS 346 /<br>GEOG 346                                            | Geography of Religion and Peacebuilding                                                                                                                                                                                 | 4       |
| <b>Conflict Analysis</b>           | National and International                                        | Selected from List 1B                                                                                                                                                                                                   | 3-4     |
| <b>Peacebuilding</b>               | National and International<br>or<br>Sustainability                | Selected from List 2B or 2C                                                                                                                                                                                             | 3-4     |
| <b>Practice or Capstone</b>        | Choose one of:<br>*PACS 390<br>or<br>*PACS 391<br>or<br>*PACS 400 | Conflict Analysis and Peacebuilding Directed Study (with colloquium)<br>or<br>Conflict Analysis and Peacebuilding Field Work (with colloquium)**<br>or<br>Conflict Analysis and Peacebuilding Seminar (with colloquium) | 3       |

\*new course

\*\*will require referrals, GPA, and committee approval

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

**PACS Course Lists:**

Please note: students should plan to satisfy prerequisites for the courses that they intend to take from these lists.

**1A: Conflict Analysis (Individual & Society): Lower Level**

| Course Number/ Course Title                            | Credits |
|--------------------------------------------------------|---------|
| <a href="#">PHIL 110</a> : Morality and Politics       | 3       |
| <a href="#">SOC 230</a> : The Individual and Society   | 3       |
| <a href="#">SOC 265</a> : Social Inequality            | 3       |
| <a href="#">SOC 270</a> : Dynamics of Racism in Canada | 3       |
| <a href="#">SOWK 283</a> : Family Dynamics             | 3       |

**1B. Conflict Analysis (National & International): Upper Level**

| Course Number/ Course Title                                                                                      | Credits |
|------------------------------------------------------------------------------------------------------------------|---------|
| <a href="#">CRIM 311</a> : Multiculturalism, Conflict, and Social                                                | 3       |
| <a href="#">GEOG 323</a> : Geography of War, Terrorism and Peace                                                 | 4       |
| <a href="#">HIST 315</a> : War and Society in the Modern West                                                    | 4       |
| <a href="#">HIST 335</a> : History of the Israeli-Palestinian Conflict                                           | 4       |
| <a href="#">HIST 418</a> : The Great War, 1914-1918                                                              | 4       |
| <a href="#">HIST 419</a> : Tyranny, Demise, and Legacies: European Dictatorships of the 20 <sup>th</sup> Century | 4       |
| <a href="#">HIST 420</a> : World War II                                                                          | 4       |
| <a href="#">HIST 460</a> : State Terror, Human Rights, and the Politics of Memory in Latin America               | 4       |
| <a href="#">PSYC 368</a> : Political Psychology                                                                  | 3       |

**2A. Peacebuilding (Individual and Society)**

| Course Number/ Course Title                                                              | Credits |
|------------------------------------------------------------------------------------------|---------|
| <a href="#">ANTH 130</a> : Anthropology of World Religions                               | 3       |
| <a href="#">ANTH 220</a> : Culture Change: Accommodation, Resistance, and Transformation | 3       |
| <a href="#">CMNS 212</a> : Basic Public Relations and Advocacy Communication             | 3       |
| <a href="#">CMNS 280</a> : Team and Small Group Communication for the Workplace          | 3       |
| <a href="#">MACS 110</a> : Introduction to Communication Theory                          | 3       |

**2B. Peacebuilding (National and International)**

| Course Number/ Course Title                                                                 | Credits |
|---------------------------------------------------------------------------------------------|---------|
| <a href="#">CRIM 335</a> : Human Rights and Civil Liberties                                 | 3       |
| <a href="#">HIST 327</a> : Settler-Indigenous Relations in New Zealand and Canada           | 4       |
| * <a href="#">HIST 417</a> : Waging Peace in 20 <sup>th</sup> Century                       | 4       |
| <a href="#">INCS 392</a> : Immigration and Social Integration: The Indo-Canadian experience | 3       |
| <a href="#">PHIL 305</a> : Philosophy of Decision Making and Dispute Resolution             | 3       |
| <a href="#">POSC 331</a> : Western Peace Traditions                                         | 3       |
| <a href="#">POSC 335</a> : Civil Liberties and the Charter in Canada                        | 3       |
| <a href="#">POSC 360</a> : The United Nations and International Organizations               | 3       |

**2C. Peacebuilding (Sustainability): Upper Level**

| Course Number/ Course Title                                               | Credits |
|---------------------------------------------------------------------------|---------|
| <a href="#">GEOG 340</a> : Geographies of Poverty and Development         | 4       |
| <a href="#">GEOG 312</a> : Political Ecology                              | 4       |
| <a href="#">MENN 300</a> : Mennonite Relief and Development Organizations | 4       |
| <a href="#">PHIL 318</a> : Environmental Ethics                           | 3       |
| <a href="#">SOC 346</a> : Environmental Justice                           | 4       |

\*new course



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PACS 100

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

**Course Full Title:** Introduction to Peace and Conflict Studies

**Course Short Title:** Intro to Peace Studies

**Faculty:** Faculty of Social Sciences

**Department (or program if no department):** Peace and Conflict Studies

### Calendar Description:

This course surveys the history, concepts, scholarship, and analytical framework of the multidisciplinary field of Peace and Conflict Studies, and it introduces students to the underlying causes of structural and physical violence, and to numerous peacebuilding strategies.

**Prerequisites (or NONE):** None.

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☒ Yes ☐ No

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

### Total Hours: 45

#### Typical structure of instructional hours:

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

### 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, etc.): annually

**Department / Program Head or Director:** Dr. Steven Schroeder

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:** May 2, 2014

**Faculty Council approval**

**Date approved:**

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

**Date approved:**

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014



PACS 100

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Define the key terms and concepts in the field of Peace and Conflict Studies
- Describe the causes of violence in the personal realm, structural realm, and international realm
- Acknowledge differing viewpoints in conflict and peacebuilding scenarios
- Identify various violent and non-violent strategies to affect change in conflict scenarios
- Consider the significance of international law, human rights, control of resources, and culture in peacebuilding
- Identify contemporary applications of peacebuilding methods in various global contexts

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UFV.

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

The format of this course will include lectures, in-class discussions, viewing films, student presentations, and guest speakers.

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

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

|    | <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current Edition</u>              | <u>Place of<br/>Publication</u> | <u>Year<br/>Published</u> |
|----|-------------------------------------|---------------------------------------------|-------------------------------------|---------------------------------|---------------------------|
| 1. | Barash, D. & Webel, C.              | Peace and Conflict Studies                  | <input checked="" type="checkbox"/> | London                          | 2009                      |
| 2. | Philpott, D. & Powers, G. (eds)     | Strategies of Peace                         | <input checked="" type="checkbox"/> | Oxford                          | 2010                      |
| 3. | Cortwright, D                       | Peace: A History of Movements and Ideas     | <input checked="" type="checkbox"/> | Cambridge                       | 2008                      |
| 4. |                                     |                                             | <input type="checkbox"/>            |                                 |                           |
| 5. |                                     |                                             | <input type="checkbox"/>            |                                 |                           |

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 25% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | 15% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | 15% | Total:     | 100% |

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

## Typical Course Content and Topics

|               |                                                                    |
|---------------|--------------------------------------------------------------------|
| Week One      | Introduction & Key Terms                                           |
| Week Two      | Causes of Violence I : Personal and Interpersonal Violence         |
| Week Three    | Causes of Violence II: Structural Violence                         |
| Week Four     | Causes of Violence III: Large Scale Physical Violence              |
| Week Five     | Affecting Change I: Terrorism                                      |
| Week Six      | Affecting Change II: Just War Theory & Pacifism                    |
| Week Seven    | Affecting Change III: Nonviolent Protest & Activism                |
| Week Eight    | Approaches to Peace I: History of International Law & Human Rights |
| Week Nine     | Approaches to Peace II: Social Justice, Resources & Sustainability |
| Week Ten      | Approaches to Peace III: Religion and Humanism                     |
| Week Eleven   | Applications I: Conflict Transformation                            |
| Week Twelve   | Applications II: Restorative Justice, Forgiveness & Reconciliation |
| Week Thirteen | Applications III: Inside Out – Personal, Communal, International   |



ORIGINAL COURSE IMPLEMENTATION DATE: September 2015  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PACS 200

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

**Course Full Title:** Conflict Analysis and Peacebuilding in the Fraser Valley

**Course Short Title:** Conflict & Peacebuilding

**Faculty:** Faculty of Social Sciences

**Department (or program if no department):** Peace and Conflict Studies

### Calendar Description:

This course examines how the diverse cultural groups of the Fraser Valley approach conflict and peacebuilding within their own communities, and in relation to others.

**Prerequisites (or NONE):** None.

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

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

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OReg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☒ Yes ☐ No

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

### Total Hours: 45

#### Typical structure of instructional hours:

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

### 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, etc.): annually

**Department / Program Head or Director:** Dr. Steven Schroeder

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:** May 2, 2014

**Faculty Council approval**

**Date approved:**

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

**Date approved:**

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014

**Learning Outcomes**

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

- Identify the history, culture, and values of the diverse peoples of the Fraser Valley
- Describe conflicts that each group has encountered, and the central points of conflict
- Empathize with each group's experiences, challenges, and concerns in the local community
- Describe how each group approaches peacebuilding, through analysis of case studies
- Recognize contemporary peacebuilding challenges in the Fraser Valley
- Conceptualize ways for groups in the Fraser Valley to coexist in a better way

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UFV.

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

This course will be team-taught by numerous instructors from a variety of backgrounds, and by community representatives who will interact in the classroom as they instruct the material, and engage in peacebuilding. Format will include: lectures, in-class discussions, viewing films, student presentations, and guest speakers.

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

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

| <u>Author Surname</u><br><u>Initials</u> | <u>Title (article, book, journal, etc.)</u>                                   | <u>Current Edition</u>              | <u>Place of Publication</u> | <u>Year Published</u> |
|------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------|-----------------------------|-----------------------|
| 1. Dietrich, W.                          | The Palgrave international handbook of peace studies : a cultural perspective | <input checked="" type="checkbox"/> | Palgrave                    | 2011                  |
| 2. Boulding, E.                          | Cultures of peace : the hidden side of history                                | <input checked="" type="checkbox"/> |                             | 2000                  |
| 3. Lederach, J.P.                        | Preparing for peace : conflict transformation across cultures                 | <input checked="" type="checkbox"/> |                             | 1996                  |
| 4. Dart, R., (ed) ..                     | Being the Church in Abbotsford                                                | <input checked="" type="checkbox"/> | Abbotsford                  | 2013                  |
| 5.                                       |                                                                               | <input type="checkbox"/>            |                             |                       |

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

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 55% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 25% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| 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**

|               |                                                                          |
|---------------|--------------------------------------------------------------------------|
| Week One      | Introduction: Personal, Relational, and Communal Conflict                |
| Week Two      | The People of the Fraser Valley: Indigenous Peoples & Settlers           |
| Week Three    | The Indigenous Peoples of the Fraser Valley, Part I: Conflict            |
| Week Four     | Indigenous Peoples of the Fraser Valley, Part II: Peacebuilding          |
| Week Five     | Indo-Canadians in the Fraser Valley, Part I: Conflict                    |
| Week Six      | Indo-Canadians in the Fraser Valley, Part II: Peacebuilding              |
| Week Seven    | Europeans in the Fraser Valley, Part I: Conflict                         |
| Week Eight    | Europeans in the Fraser Valley, Part II: Peacebuilding                   |
| Week Nine     | Religion & Relationships in the "Bible Belt"                             |
| Week Ten      | Resources & Human Rights: Sustainability, Migrant Workers & the Homeless |
| Week Eleven   | Fraser Valley-based International Peacebuilding Endeavors                |
| Week Twelve   | Conflict Analysis & Peacebuilding Roundtable I: Findings                 |
| Week Thirteen | Conflict Analysis & Peacebuilding Roundtable II: Conclusions.            |



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PACS 310

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

Course Full Title: Conflict Transformation  
Course Short Title: Conflict Transformation

Faculty: Faculty of Social Sciences

Department (or program if no department): Peace and Conflict Studies

### Calendar Description:

This course examines conflict transformation methodology that addresses the root causes of violence in personal, communal, and international realms. Strategies are explored for the creation of new conditions that satisfy all parties, and that are able to sustain peace long-term.

**Note:** Students with credit for MENN 310 cannot take this course for further credit.

Prerequisites (or NONE): PACS 100 and PACS 200.

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): MENN 310

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

### Transfer Credit

Transfer credit already exists: ☐ Yes ☒ No

Transfer credit requested (OREg to submit to BCCAT):

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

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

**Total Hours: 45**

**Typical structure of instructional hours:**

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

### 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, etc.): annually

Department / Program Head or Director: Dr. Steven Schroeder

Date approved:

Campus-Wide Consultation (CWC)

Date of posting: May 2, 2014

Faculty Council approval

Date approved:

Dean/Associate VP: Dr. Jacqueline Nolte

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting: September 26, 2014

PACS 310

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

- Identify the central catalysts of conflict at the personal, communal, national and international levels
- Demonstrate how various theories have been applied in the ending conflict
- Describe conflict transformation, and how it differs from mediation, conflict resolution, and other approaches
- Illustrate how the concepts of identity and culture apply to conflict transformation
- Provide an analysis of case studies that use conflict transformation methods
- Draw conclusions about how the conflict transformation approach can contribute to the establishment of sustainable peace

## Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UFV.

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

The format of this course will include lectures, in-class discussions, viewing films, student presentations, and guest speakers.

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

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

| <u>Author Surname,<br/>Initials</u>        | <u>Title (article, book, journal, etc.)</u>                              | <u>Current Edition</u>              | <u>Place of<br/>Publication</u> | <u>Year<br/>Published</u> |
|--------------------------------------------|--------------------------------------------------------------------------|-------------------------------------|---------------------------------|---------------------------|
| 1. Lederach, J.                            | Preparing for Peace: Conflict Transformation across Cultures             | <input checked="" type="checkbox"/> | New York                        | 1995                      |
| 2. Lederach, J.                            | The Little Book of Conflict Transformation                               | <input checked="" type="checkbox"/> | USA                             | 2003                      |
| 3. Francis, D.                             | People, Peace and Power                                                  | <input checked="" type="checkbox"/> | London                          | 2002                      |
| 4. Schrock-Shenk,<br>C. and Ressler,<br>L. | Making Peace with Conflict: Practical Skills for Conflict Transformation | <input checked="" type="checkbox"/> | USA                             | 1999                      |
| 5.                                         |                                                                          | <input type="checkbox"/>            |                                 |                           |

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

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

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 50% | Midterm exam:     | 15% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | 10% | Total:     | 100% |

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

## Typical Course Content and Topics

|               |                                                       |
|---------------|-------------------------------------------------------|
| Week One      | Introduction & Key Terms                              |
| Week Two      | The Individual: Perceptions                           |
| Week Three    | The Relational Realm                                  |
| Week Four     | Underlying Causes of Conflict: The Structural Realm   |
| Week Five     | Culture, Conflict, and (Mis)Understandings            |
| Week Six      | Envisioning a Way Forward: Multiple Considerations    |
| Week Seven    | Flexibility in Approaching Conflict                   |
| Week Eight    | Constructive Change: A Lengthy Process                |
| Week Nine     | Eliminating Violence from the Conflict                |
| Week Ten      | Justice: Transitions, and a Foundation for the Future |
| Week Eleven   | Social Justice: Grassroots vs. Imposed                |
| Week Twelve   | Deepening of Peaceful Relationships                   |
| Week Thirteen | Prospects for a Durable Peace                         |



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PACS 390

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

**Course Full Title:** Conflict Analysis and Peacebuilding Directed Study

**Course Short Title:** Conflict & Peace Directed Study

**Faculty:** Faculty of Social Sciences

**Department (or program if no department):** Peace and Conflict Studies

### Calendar Description:

This course is an intensive study of a particular aspect of the field of Peace and Conflict Studies. In consultation with the supervising professor, students will select a specific concept or case for examination.

**Prerequisites (or NONE):** 90 university-level credits including (PACS 100, 200, and 310) and (one of HSER 120 or CMNS 180) and (GEOG 346) and instructor's 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 (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

**Total Hours: 60**

### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

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

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

**Department / Program Head or Director:** Dr. Steven Schroeder

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:** May 2, 2014

**Faculty Council approval**

**Date approved:**

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

**Date approved:**

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014

**PACS 390**

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

Page 2 of 2

**Learning Outcomes**

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

- Identify in their directed study project the key components that engendered the conflict, and the most viable prospects for peace
- Additional specific learning outcomes will be determined by the professor, depending on the content of the study

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UFV.

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

Delivery methods include: regular tutorials based on the assigned readings and a final presentation in which students will report on the respective readings.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>      | <u>Current Edition</u>   | <u>Place of<br/>Publication</u> | <u>Year<br/>Published</u> |
|-------------------------------------|--------------------------------------------------|--------------------------|---------------------------------|---------------------------|
| 1.                                  | TBA by the instructor (depending on the project) | <input type="checkbox"/> |                                 |                           |
| 2.                                  |                                                  | <input type="checkbox"/> |                                 |                           |
| 3.                                  |                                                  | <input type="checkbox"/> |                                 |                           |
| 4.                                  |                                                  | <input type="checkbox"/> |                                 |                           |
| 5.                                  |                                                  | <input type="checkbox"/> |                                 |                           |

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

**Typical Evaluation Methods and Weighting**

|                |   |              |     |                      |     |            |      |
|----------------|---|--------------|-----|----------------------|-----|------------|------|
| Final exam:    | % | Assignments: | 60% | Midterm exam:        | %   | Practicum: | %    |
| Quizzes/tests: | % | Lab work:    | %   | Field experience:    | 0%  | Shop work: | %    |
| Other:         | % | Other:       | %   | Reading Presentation | 40% | Total:     | 100% |

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

**Typical Course Content and Topics**

Course content will be determined by the professor at the beginning of the course.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PACS 391

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

Course Full Title: Conflict Analysis and Peacebuilding Field Work

Course Short Title: Conflict & Peace Field Work

Faculty: Faculty of Social Sciences

Department (or program if no department): Peace and Conflict Studies

### Calendar Description:

This course centers on a real-life scenario that incorporates the central components of Peace and Conflict Studies. In consultation with the supervising professor, students will find placement in a peacebuilding organization, which will provide the basis for their field work project.

**Prerequisites (or NONE):** 90 university-level credits including (PACS 100, 200, and 310) and (one of HSER 120 or CMNS 180) and (GEOG 346) and instructor's 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 (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

**Total Hours: 60**

### Typical structure of instructional hours:

|                                            |           |
|--------------------------------------------|-----------|
| Lecture hours                              |           |
| Seminars/tutorials/workshops               | 10        |
| Laboratory hours                           |           |
| Field experience hours                     | 40        |
| Experiential (practicum, internship, etc.) |           |
| Online learning activities                 |           |
| Other contact hours: consultation          | 10        |
| <b>Total</b>                               | <b>60</b> |

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

**Maximum enrolment (for information only): 10**

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

Department / Program Head or Director: Dr. Steven Schroeder

Date approved:

Campus-Wide Consultation (CWC)

Date of posting: May 2, 2014

Faculty Council approval

Date approved:

Dean/Associate VP: Dr. Jacqueline Nolte

Date approved:

Undergraduate Education Committee (UEC) approval

Date of meeting: September 26, 2014



PACS 391

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

- Identify in their field work some key components of their academic study in Peace and Conflict Studies
- Identify the conflict that emerges in the field work
- Identify the most effective peacebuilding methods to transform the conflict in the field work project
- Apply peacebuilding methods flexibly and sensitively to the specific real-life scenarios in the field work project
- Evaluate the effectiveness of these methods and suggest alternatives in relation to the specific aspects of the field work project

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UFV.

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

Delivery methods include: consultation with the supervising professor, field work in a peacebuilding organization, field work project conceptualization, and presentation of the field work experience in a seminar that concludes the course.

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>                 | <u>Current Edition</u>   | <u>Place of<br/>Publication</u> | <u>Year<br/>Published</u> |
|-------------------------------------|-------------------------------------------------------------|--------------------------|---------------------------------|---------------------------|
| 1.                                  | TBA by the instructor (depending on the field work project) | <input type="checkbox"/> |                                 |                           |
| 2.                                  |                                                             | <input type="checkbox"/> |                                 |                           |
| 3.                                  |                                                             | <input type="checkbox"/> |                                 |                           |
| 4.                                  |                                                             | <input type="checkbox"/> |                                 |                           |
| 5.                                  |                                                             | <input type="checkbox"/> |                                 |                           |

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

**Typical Evaluation Methods and Weighting**

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

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

**Typical Course Content and Topics**

Course content will be determined by the professor at the beginning of the course.

Students will consult with their professor and establish placement with a local organization that is involved in relief, development, homelessness, and/or advocacy.



ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 11/22/13

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

**Course Code and Number:** PACS 400

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

**Course Full Title:** Conflict Analysis and Peacebuilding Seminar

**Course Short Title:** Conflict & Peace Seminar

**Faculty:** Faculty of Social Sciences

**Department (or program if no department):** Peace and Conflict Studies

### Calendar Description:

This course centers on a major project that analyzes peacebuilding tools related to the community and workplace. Seminar paper presentations and discussions are designed to increase self-awareness, and to equip students with vigorous and appropriate communication and peacebuilding skills.

**Prerequisites (or NONE):** 90 university-level credits including (PACS 100, 200, and 310) and (one of HSER 120 or CMNS 180) and (GEOG 346) and instructor's 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 (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: ☐ Yes ☐ No

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

**Total Hours:** 60

### Typical structure of instructional hours:

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

### Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

If yes,

Different lettered courses may be taken for credit:

☐ No ☐ Yes, repeat(s) ☐ Yes, no limit

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

**Maximum enrolment (for information only):** 10

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

**Department / Program Head or Director:** Dr. Steven Schroeder

**Date approved:**

**Campus-Wide Consultation (CWC)**

**Date of posting:** May 2, 2014

**Faculty Council approval**

**Date approved:**

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

**Date approved:**

**Undergraduate Education Committee (UEC) approval**

**Date of meeting:** September 26, 2014

**PACS 400**

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

Page 2 of 2

**Learning Outcomes**

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

- Demonstrate a thorough knowledge of the scholarship in the field of Peace and Conflict Studies
- Identify points of conflict that are most relevant to their own lives now, and in the future
- Identify the most effective peacebuilding methods to address conflicts in the community and workplace
- Apply these peacebuilding methods in a real-life scenario in the major project related to the community or workplace
- Evaluate the effectiveness of the applied peacebuilding methods and suggest alternatives in relation to the major project
- Evaluate constructively the peacebuilding work of others, and work collaboratively and effectively with others

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

☐ Yes ☒ No, PLAR cannot be awarded for this course because this course includes components that are unique to the PACS major at UVF.

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

Seminar presentations, discussions, and evaluations

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

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

| <u>Author Surname,<br/>Initials</u> | <u>Title (article, book, journal, etc.)</u>      | <u>Current Edition</u>   | <u>Place of<br/>Publication</u> | <u>Year<br/>Published</u> |
|-------------------------------------|--------------------------------------------------|--------------------------|---------------------------------|---------------------------|
| 1.                                  | TBA by the instructor (depending on the project) | <input type="checkbox"/> |                                 |                           |
| 2.                                  |                                                  | <input type="checkbox"/> |                                 |                           |
| 3.                                  |                                                  | <input type="checkbox"/> |                                 |                           |
| 4.                                  |                                                  | <input type="checkbox"/> |                                 |                           |
| 5.                                  |                                                  | <input type="checkbox"/> |                                 |                           |

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

**Typical Evaluation Methods and Weighting**

|                |   |               |     |                       |     |            |      |
|----------------|---|---------------|-----|-----------------------|-----|------------|------|
| Final exam:    | % | Assignments:  | %   | Midterm exam:         | %   | Practicum: | %    |
| Quizzes/tests: | % | Lab work:     | %   | Field experience:     | %   | Shop work: | %    |
| Other:         | % | Major Project | 50% | Seminar Presentation: | 50% | Total:     | 100% |

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

**Typical Course Content and Topics**

Course content will be determined by the professor at the beginning of the course.

**Memorandum**

**To:** UEC

**From:** Delinah Marples

**Date:** 9/22/2014

**Re:** Updates to the list of Approved Grade 12 courses

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Current list of Approved Grade 12 courses at UFV

- Applications of Mathematics 12
- Biology 12
- Chemistry 12
- Economics 12
- English Literature 12
- First Nations 12
- French 12, Francais langue seconde-immersion 12, or Francais langue premiere 12
- German 12
- Geography 12
- Geology 12
- History 12
- Japanese 12
- Law 12
- Principles of Math 12, Math Pre-Calculus 12, or Math Foundations 12
- Mandarin Chinese 12
- Physics 12
- Punjabi 12
- Spanish 12
- Social Justice 12
- Sustainable Resources 12

Note: Comparative Civilizations 12 and Calculus 12 are accepted at UBC, SFU, UVIC and have provincial guides.

**Recommendation:**

Add the following courses to the UFV Approved Grade 12 course list, effective Fall 2014 intake.

- Comparative Civilizations 12
- Calculus 12

# MEMO



**To: Undergraduate Education Committee**  
**From: Sylvie Murray (On behalf of the UEC Short Programs Subcommittee)**  
**Date: September 18, 2014**  
**Re: Credential Chart Draft and Statement of Completion/Attendance**

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Part of the subcommittee's mandate is to "review nomenclature, articulate definitions, and categorize different types of 'non-degree' credentials" and assist with revision of the [Graduation Awards](#) policy (64) in matters related to short programs.

In keeping with this mandate the subcommittee began developing a "non-degree credential chart" that would provide the institution with:

1. greater clarity about the defining characteristics of different kinds of short programs -- for instance, expected level of study recognized by different levels of credentials and value/meaning of the credential name to stakeholders (e.g., employers and students); and
2. more precise differentiation among short programs.

We used the BCIT chart as a starting point (see <http://www.bcit.ca/files/pdf/5401.pdf>, p. 3). We consulted the Ontario Qualifications Framework which provides a detailed set of standards, but applies only to colleges, not universities (see <http://www.pegab.ca/oqf.pdf>). We also researched how other institutions (mostly in BC) define and regulate their short programs. This research reveals a lack of consistency among institutions (see attached).

At this time, we present our first draft of the "Non-Degree Credential Chart" for initial feedback and discussion.

A second part of our work to date has focused on clarifying guidelines about "Statement of completion" and we suggest that it be differentiated from a "Statement of attendance" (the latter is not included in policy 64), as other institutions do. Again, BCIT provides a good model for this; as does Columbia University.

We welcome your comments and questions about these documents. Thank you.

See below:

- Non-Degree Credential Chart (Draft 1)
- Statement of completion and Statement of attendance (Draft 1)
- Short Program Credentials at other institutions (compilation of research results)

UFV Non-Degree Credential Chart – Draft 1 (Sept 2014)

| Credential Name         | Credential Type (for internal use only) | Credits / Courses             | Duration (terms)           | Entrance Requirements (minimum)                         | Rigour/Level of Study                                      | Typical examples of programs/learning activities currently offered at UFV (including, but not limited to) |
|-------------------------|-----------------------------------------|-------------------------------|----------------------------|---------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Certificate             | Type 1                                  | Credit or hours               | Minimum 135 hours          |                                                         |                                                            | Continuing Education, Continuing Education -- Trades                                                      |
| Associate Certificate   |                                         | 9-15 credits / 3-5 courses    | 135-225 hours              |                                                         | Entry level post-secondary                                 |                                                                                                           |
| Certificate             | Type 2                                  | 18-30 credits / 6-10 courses  | 1-2 terms<br>270-450 hours |                                                         | Entry level post-secondary                                 |                                                                                                           |
| Advanced Certificate    |                                         | 30-59 credits / 10-16 courses | 2-3 terms                  |                                                         | Entry level post-secondary                                 |                                                                                                           |
| Diploma                 |                                         | 60 credits                    | 4 terms                    |                                                         | First and Second year post-secondary (or higher)           |                                                                                                           |
| Post-Degree Certificate |                                         | 18-30 credits                 | 2-3 semesters              | Bachelor's degree                                       | Third/Fourth year with appropriate lower-level preparation |                                                                                                           |
| Graduate Certificate    |                                         | 15-30 credits                 |                            | Bachelor's degree in the same, or proximate, discipline | Graduate level courses (600-700 level)                     |                                                                                                           |

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 Draft 1, Sept 2014

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Draft 1, Sept 2014

Statement of Attendance and Statement of Completion – Draft 1 (Sept 2014)

A **Statement of attendance** is an acknowledgment on University letterhead that an individual has attended a course, workshop or learning activity that has no formal assessment procedure. It states a description, the dates and the number of hours of the activity, and the fact that the individual has attended it. It may not use the University seal or shield [or coat of arms] and may not use the phrase, “successfully completed.”

It is not a credential, therefore does not require approval of the Senate. It is used for non-credit activity.

Examples of programs/learning activities currently offered at UFV that would qualify for a Statement of attendance are:

- General interest courses
- Workshop with visiting international scholars or offered for local employers
- Elder College course
- Contract training that does not fit in an approved course or program
- Wood framing workshops for Chinese scholars

A **Statement of completion** is an acknowledgment on University letterhead that an individual has attended a course, workshop or learning activity that has a formal assessment procedure. It states a description, the dates and the number of hours of the activity, and the fact that the individual has successfully completed the activity. It may not use the University seal or shield [or coat of arms].

It is not a credential, therefore does not require approval of the Senate. It is used for non-credit activity.

Examples of programs/learning activities currently offered at UFV that qualify for a Statement of completion are:

- Apprenticeship (get their credential from the Industry Training Authority)
- CE Training courses/workshops (Course Curriculum Planning for Instructors and Facilitators; Nursing Foot Care; etc.)

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**Similar policies:**

**BCIT Statement of Completion and Statement of Attendance**

Statements of completion or attendance are awarded for the completion of a course or group of courses that do not lead to a further level of certification or that comprise no more than 50% of a BCIT credential. A statement of completion is used when the course or group of courses have a formal evaluation procedure in place. A statement of attendance is used when there is no formal evaluation to measure student achievement. All statements of completion and attendance shall be approved by the Dean. All statements shall be signed by the Associate Dean or Dean responsible for the program area or their designate. If an external agency requires the use of a different name for the statement other than completion or attendance in order that it is recognized by that agency, the Dean may approve the use of that alternative name.

BCIT, Program Development and Change, Policy No. 5401, <http://www.bcit.ca/files/pdf/policies/5401.pdf>

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Columbia University (NY), **Statement of Attendance:**

Statements of attendance recognize participation in a non-degree educational program. These programs normally do not involve credit-bearing courses and normally are for a short duration. The participants in these programs are not enrolled as students of the University. The document they receive consists of an acknowledgment on University letterhead that states the dates of the program, its focus and the fact that the individual attended it. It may not use the University seal or shield and may not use the phrase, "successfully completed."

To obtain permission for a statement of attendance, schools should submit a proposal to the Vice Provost for Academic Administration that describes the purpose of the program, the audience for which it is intended, its content and instructional staff, and a sample of the actual document the participants will receive. The School should use the form [Proposal for a Statement of Attendance Program](#) for that purpose. The Vice Provost provides preliminary authorization for the program and submits the proposal to the Education Committee of the University Senate within the first year of the program's operation for final approval. Programs leading to a statement of attendance do not need the approval of the full University Senate or any agency outside of the University. <http://dp.vpaa.columbia.edu/new-non-degree-programs/statement-attendance>

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**Short Program Credentials at other institutions**

|                                                                  |         |
|------------------------------------------------------------------|---------|
| British Columbia Institute of Technology (BCIT)                  | Page 2  |
| University of Victoria (UVIC)                                    | Page 3  |
| University of British Columbia (UBC)                             | Page 5  |
| Vancouver Island University (VIU)                                | Page 6  |
| University of Northern British Columbia (UNBC)                   | Page 7  |
| Thompson Rivers University (TRU)                                 | Page 8  |
| Simon Fraser University (SFU)                                    | Page 9  |
| Kwantlen Polytechnic University                                  | Page 10 |
| Emily Carr University of Art and Design (ECUAD)                  | Page 11 |
| Nicola Valley Institute of Technology (NVIT)                     | Page 12 |
| Justice Institute of British Columbia (JIBC)                     | Page 13 |
| Saskatchewan Institute of Applied Science and Technology (SIAST) | Page 14 |

**BCIT**

| <b>Credential Type</b>           | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b>     | <b>Rigour/Level of Study</b>                   |
|----------------------------------|--------------------------|-------------------------|--------------------------------------------|------------------------------------------------|
| Industry Partnership Certificate | 15                       | Varies                  | Policy 5003 Admissions                     | Variable                                       |
| Associate Certificate            | 21                       | One                     | Policy 5003 Admissions                     | First year post-secondary                      |
| Certificate                      | 45                       | Two                     | High School or equivalent                  | First year post-secondary                      |
| Diploma                          | 110                      | Four                    | High School or equivalent                  | First and second year post-secondary or higher |
| Advanced Certificate             | 24                       | One or more             | Diploma or Bachelor's Degree or equivalent | Third year post-secondary or higher            |
| Advanced Diploma                 | 45                       | Two or more             | Diploma or Bachelor's Degree or equivalent | Third year post-secondary or higher            |
| Graduate Certificate             | 15                       | One or more             | Bachelor's Degree                          | Graduate level                                 |

- BCIT credential chart: <http://www.bcit.ca/files/pdf/5401.pdf> (page 3)

**UVIC**

| <b>Credential Type</b>                   | <b>Credits / Courses</b> | <b>Duration (terms)</b>                   | <b>Entrance Requirements (minimum)</b>                                                                                              | <b>Rigour/Level of Study</b>                                                                                                                     |
|------------------------------------------|--------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Certificate of Completion                | Non-credit courses       |                                           |                                                                                                                                     |                                                                                                                                                  |
| Professional Specialization Certificates | 6 units                  | 150 hours                                 | Bachelor's degree plus two years' work-related experience                                                                           | Undergraduate university credit courses or specially developed non-credit courses (Note 1)                                                       |
| Undergraduate Certificate                | 10.5-15 units            |                                           | Minimum is secondary school graduation                                                                                              | Undergraduate university credit courses or specially developed non-credit courses (all must be approved by corresponding Curriculum Committee)   |
| Undergraduate Diploma                    | 15-18 units              | One full year or more of university study | Third-year standing or an undergraduate degree, or combination of academic and professional experience                              | Undergraduate university credit courses (300- and 400-level) and non-credit courses (all must be approved by corresponding Curriculum Committee) |
| Graduate Certificate                     | 6.0 to 7.5 units         |                                           | Must satisfy all regular admissions requirements of the Faculty of Graduate Studies as well as specific requirements of the program | 500- and/or 600-level (university graduate credit or specially developed non-credit graduate courses)                                            |
| Graduate Diploma                         | 9.0 to 12.0 units        |                                           | Must satisfy all regular admissions requirements of the Faculty of Graduate Studies as well as specific requirements of the program | 500- and/or 600-level (university graduate credit or specially developed non-credit graduate courses)                                            |

Short Program Credential Chart -- other institutions  
Prepared for UEC Committee on Short Programs

Page 3  
May 2014

**Note 1:** Continuing Studies students can get credit for individual courses or a Diploma program.

- You may apply directly to Continuing Studies to study as a non-credit student and, once accepted, enter your chosen program and begin course work.

If you want to earn university credits (or study part time toward a degree), you must first apply for admission to the University of Victoria via the regular Admissions procedures. Courses and programs available for credit are marked with a book icon.

If taken for credit, students can complete the stand-alone credential or can ladder into a degree program.

(<http://www.uvcs.uvic.ca/pdf/calendar.pdf>)

- e.g. Canadian Studies Diploma program:

The diploma is a credit program and requires admission to both the Canadian Studies program and the University of Victoria. Courses completed as part of the diploma may be transferred towards an undergraduate degree.

(<http://www.uvcs.uvic.ca/Program/Canadian-Studies-Diploma/CDNSTDPL/>)

**UBC**

| <b>Credential Type</b>                                             | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b>                                             | <b>Rigour/Level of Study</b> |
|--------------------------------------------------------------------|--------------------------|-------------------------|------------------------------------------------------------------------------------|------------------------------|
| Certificate of completion in specific program (Continuing Studies) | Non-credit               | 150-300 hours           | Secondary school graduation, post-secondary education, or life/work experience.    | Continuing studies (Note 1)  |
| Certificate (Undergraduate)                                        | 24-60                    |                         | Secondary school or Bachelor's Degree                                              | Undergraduate level          |
| Award of Achievement (Continuing studies)                          | Non-credit               | 70 hours or more        | Secondary school graduation, or post-secondary education, or life/work experiences | Continuing studies           |
| Diploma (undergraduate)                                            | 30 credits or more       | One year or more        | Bachelor's Degree                                                                  | Undergraduate level          |
| Graduate Certificate                                               | 4-5 courses              |                         | Varies                                                                             | Graduate level               |

- **Note 1:** Non-Credit Programs:

UBC Continuing Studies offers over 1,200 non-credit course offerings each year to enhance knowledge of the arts, humanities, and sciences, improve communication and language skills, and build personal and career development. More than 25 Senate-approved certificate programs are offered in a wide variety of topics. Customized training programs for organizations are also available. (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,229,530,727>)

Upon completing the program requirements, participants are awarded a UBC Certificate in their program signed by the Executive Director of UBC Continuing Studies. Certificate programs are stand-alone non-credit programs that cannot currently be used for towards credit diploma or degree programs. (<http://cstudies.ubc.ca/faq.html>)

**VIU**

| <b>Credential Type</b>                     | <b>Credits / Courses</b> | <b>Duration (terms)</b>       | <b>Entrance Requirements (minimum)</b>            | <b>Rigour/Level of Study</b>                                                                                                                                                                                        |
|--------------------------------------------|--------------------------|-------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development and Training (CS) | Non-credit               | Varies                        | Varies                                            | Non-credit certificate programs (Upgrade employment skills)                                                                                                                                                         |
| Certificates                               | 30 credits or less       | One year or less              | Varies                                            | Credit that counts towards degrees or diplomas (e.g. Applied Business Technology, Management Skills for Supervisors Certificate- similar to UFV's equivalent programs. See attached document for more information.) |
| Associate Degree                           | 60 credits               | Two years                     | Graduation from BC secondary school or equivalent | First and second year courses (100- and 200-level)                                                                                                                                                                  |
| Diplomas                                   | 60 credits               | Two years                     | Graduation from BC secondary school or equivalent | Undergraduate                                                                                                                                                                                                       |
| Advanced Diploma                           | 30 credits               | 8 months to 2 years part time | Requires prior completion of a degree or diploma  | Undergraduate level (provides a specialization)                                                                                                                                                                     |
| Post-Degree Diploma                        | 30 credits               | 1 year                        | Requires prior completion of a degree or diploma  | Undergraduate level                                                                                                                                                                                                 |
| Graduate Diploma                           | 15-30 credits            | 2 years                       | Requires prior completion of a degree or diploma  | Graduate level                                                                                                                                                                                                      |

**UNBC**

| <b>Credential Type</b>           | <b>Credits / Courses</b> | <b>Duration (terms)</b>                       | <b>Entrance Requirements (minimum)</b> | <b>Rigour/Level of Study</b>                                                   |
|----------------------------------|--------------------------|-----------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------|
| Certificate (Continuing Studies) | Varies                   | Varies                                        | Varies                                 | Some courses can potentially earn academic credit (transfer required) (Note 1) |
| Certificate                      | 30                       | Varies (secondary school, diploma, or degree) | Diploma or Bachelor's Degree           | Undergraduate                                                                  |
| Diploma                          | 30-60                    | Varies                                        | Completion of specified certificate    | Undergraduate level                                                            |
| Post-Diploma Baccalaureate       | 30-45                    | Two years                                     | Diploma or Bachelor's degree           | Undergraduate level                                                            |
| Graduate Certificate             | 15 credits (5 courses)   | Four semesters                                | Bachelor's degree                      | Graduate level (600-level)                                                     |

- **Note 1:** Continuing Studies Credit Courses (<http://unbc.ca/continuing-studies/policies#CreditCourses>)

Continuing Studies has an offering of courses that are potentially available as earning academic credit at UNBC. These courses are unique to Continuing Studies and are usually in program areas that are not normally found in regular UNBC degree programming. These Continuing Studies courses are clearly designated as potentially earning academic credit at UNBC. Credit earned in this manner is unspecified, and is treated as elective credit hours. Students do not need to be admitted to the university or pursuing a degree at UNBC to participate in these courses.

- Courses for the Mental Health and Addictions Certificate can be granted credit (<http://unbc.ca/continuing-studies/mental-health-certificate>).
- No other courses or certificates specify that they can be granted credit.



**TRU**

| <b>Credential Type</b>           | <b>Credits / Courses</b>             | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b> | <b>Rigour/Level of Study</b>               |
|----------------------------------|--------------------------------------|-------------------------|----------------------------------------|--------------------------------------------|
| Certificate of completion        |                                      |                         |                                        | Non-credit                                 |
| Certificate (Continuing Studies) |                                      |                         |                                        | Non-credit (Note 1)                        |
| Certificates                     | 15-30 credits (less than 46 credits) | Varies                  | Grade 12 or equivalent                 | Undergraduate level                        |
| Diplomas                         | 46-119                               | Two years               | Grade 12 or equivalent                 | Undergraduate level                        |
| Post-Baccalaureate Certificate   | 30 credits                           | One year                | Bachelor's degree                      | Undergraduate level                        |
| Post-Baccalaureate Diploma       | 31 credits                           | One year                | Bachelor's degree                      | Undergraduate                              |
| Associate Degree                 | 60 credits                           | 2 years                 | Open Admission                         | Lower-level course work (university-level) |
| Graduate Certificate             | 15-18                                | Varies                  | Degree (Bachelor's or Master's)        | Graduate level                             |

- **Note 1:** Continuing Studies certificates: <http://www.tru.ca/community/courses.html>  
There is no definition of a continuing studies certificate, just certificates listed under continuing studies. Non-credit courses get a certificate of completion, so this may also be the case for continuing studies certificates.
- **Note 2:** Educational standard in credit courses and programs policy: [https://www.tru.ca/\\_shared/assets/ed08-05660.pdf](https://www.tru.ca/_shared/assets/ed08-05660.pdf)

**SFU**

| <b>Credential Type</b>                                      | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b>               | <b>Rigour/Level of Study</b>                                                                                                    |
|-------------------------------------------------------------|--------------------------|-------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Non-credit certificate (offered through Continuing Studies) | Non-credit               | Varies                  |                                                      | Non-credit. Continuing studies (Students sit in regular undergraduate classes, but do not write exams or complete assignments.) |
| Certificate (offered through Continuing Studies)            |                          |                         |                                                      | Non-credit. Some certificates are for professional certification.                                                               |
| Diploma (non-credit, offered through Continuing Studies)    |                          | Varies                  | Varies                                               | Continuing education credits for professional certification. E.g. Canadian Registered Safety Professional (CRSP)                |
| Certificate program                                         | 18-30 units              | 0.5-1 year              | Varies (Secondary school or some university courses) | Lower-division courses (upper-division courses may be included)                                                                 |
| Post-Baccalaureate Diploma                                  | 30 or more units         | 1 or more years         | Bachelor's Degree                                    | Upper-division university courses (graduate courses can be included).                                                           |
| Graduate Certificate                                        | Minimum of 12 units      | 4-5 courses             | Bachelor's degree                                    | Approved combination of courses                                                                                                 |
| Graduate Diploma                                            | 12-30                    | Varies                  | Bachelor's degree                                    | Graduate level                                                                                                                  |

**Note 1:** SFU offers degree completion programs (through Continuing Studies), which consists of over 200 undergraduate courses, in partnership with more than 20 academic departments.  
(<http://www.sfu.ca/cstudies/cics/credit/>)

- Spring Continuing Studies undergraduate course offerings: <http://www.sfu.ca/cstudies/cics/credit/HCCourses.html>

**Note 2:** SFU Continuing Studies also offers non-credit certificates, diplomas, and other programs to upgrade professional qualifications, enter a new field, and for those interested in learning.  
(<http://www.sfu.ca/continuing-studies/about/about-continuing-studies.html>)

**KPU**

| <b>Credential Type</b>         | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b>            | <b>Rigour/Level of Study</b>                                  |
|--------------------------------|--------------------------|-------------------------|---------------------------------------------------|---------------------------------------------------------------|
| Statement of Completion        |                          |                         |                                                   | Continuing education (e.g. Family Childcare, Good Beginnings) |
| Certificate of Completion      | Varies                   | Varies                  | Varies                                            | Vocational credit (Note 1)                                    |
| Certificate                    | 30 credits (approx.)     | 1 year                  | Secondary school or specific program requirements | Undergraduate                                                 |
| Associate Degree               | 60 credits               | 2 years                 | Secondary school or specific program requirements | 100- and 200-level courses                                    |
| Diploma                        | 60 credits               | 2 years                 | Secondary school or specific program requirements | 100- and 200- level courses                                   |
| Post-Baccalaureate Certificate | 17 credits               | 17 weeks                | Bachelor Degree                                   | Undergraduate level                                           |
| Post-Baccalaureate Diploma     | 30 credits               | 1 year                  | Bachelor Degree                                   | Undergraduate level                                           |

**Note 1:** Vocational credit: The post-secondary educational training that provides practical experience, skills and knowledge for a particular occupational field. At KPU such credit is awarded on the vocational-level of the academic transcript. (<http://www.kpu.ca/transitions/resources>)

**Note 2:** Applied Business Technology diploma- first and second year undergraduate courses. Students can ladder into the third year of the BBA. <http://www.kpu.ca/calendar/2013-14/business/appliedbusinesstechnology-dip.html>

- UFV offers an ABT certificate, which is not granted university-level credit.

**ECUAD**

| <b>Credential Type</b>                                                              | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b> | <b>Rigour/Level of Study</b>                                                                                                                                         |
|-------------------------------------------------------------------------------------|--------------------------|-------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continuing Studies Introductory Certificate (certificate of completion)             | No credit                | 128- 200 hours          | Varies                                 | Continuing Studies courses (Note 1)                                                                                                                                  |
| Continuing Studies Advanced Study Certificate (certificate of completion)           | No credit                | 224-336 hours           | Varies                                 | Continuing Studies courses (Note 1)                                                                                                                                  |
| Continuing Studies Design Essentials Certificate (offered in partnership with BCIT) | 33 credits               | 1 year                  | Portfolio review                       | Students can receive a block transfer of 33 credits towards the Emily Carr University Art + Design 4-year Degree program with a Communications Design Major (Note 2) |

**Note 1:** Continuing Studies general program courses do not ladder into the University's credit programs. However, the Design Essentials graduates can receive transfer credits. (Page 47-  
[http://www.ecuad.ca/sites/www.ecuad.ca/files/pages/39/EmCarr\\_CS\\_Summer2014%28web%29.pdf](http://www.ecuad.ca/sites/www.ecuad.ca/files/pages/39/EmCarr_CS_Summer2014%28web%29.pdf).

**Note 2:** [https://www.ecuad.ca/admissions/undergrad/transfer/design\\_essentials](https://www.ecuad.ca/admissions/undergrad/transfer/design_essentials).

**NVIT**

| <b>Credential Type</b>    | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b> | <b>Rigour/Level of Study</b>       |
|---------------------------|--------------------------|-------------------------|----------------------------------------|------------------------------------|
| Certificate of completion |                          | Varies                  |                                        | Continuing Studies (Notes 1 and 2) |
| Certificate               | 30 credits               | 1 year                  | Secondary school or equivalent         | 100-level                          |
| Diploma                   | 60 credits               | 2 years                 | Secondary school or Certificate        | 100-level and 200-level            |
| Advanced Diploma          | 30 credits               | 1 year                  | Secondary school or equivalent         | Undergraduate (200- and 300-level) |
| Associate of Arts Degree  | 60 credits               | 2 years                 | Secondary school or equivalent         | Undergraduate                      |

**Note 1:** Continuing studies courses are offered on a non-credit basis: <http://www.nvit.ca/home/continuingstudies.htm>

**Note 2:** Certificate of completion information: <http://www.ed2go.com/nvit/ProductInfo.aspx?product=CTP>

**JIBC**

| <b>Credential Type</b>         | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b>                                                   | <b>Rigour/Level of Study</b>                       |
|--------------------------------|--------------------------|-------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------|
| Certificate                    | 6-30 credits             | 20 days- 1 year         | Secondary school or equivalent                                                           | 100- and 200-level                                 |
| Associate Certificate          | 5.5-7.5                  | 12-15 days              | No formal requirements                                                                   | 100- and 200-level                                 |
| Advanced Specialty Certificate | 30 credits               | 1 year                  | Bachelor's Degree or Diploma and work experience                                         | 300- and 400-level (Note 1)                        |
| Diploma                        | 60 credits               | 2 years                 | Secondary School or equivalent, or certificate                                           | 100- and 200-level                                 |
| Advanced Diploma               | 114 credits              | 3 terms (20 months)     | Two prerequisite courses, certificate, and work experience                               | 300-and 400-level (Note 2)                         |
| Graduate Certificate           | 15 credits               | Half year               | Bachelor's Degree or combination of post-secondary education and work-related experience | 500-level (check if this is graduate or undergrad) |

**Note 1:** Only offers one Advanced Specialty Certificate- Advanced Specialty Certificate in Community Care Licensing.

**Note 2:** Only offers one Advanced Diploma- Advanced Care Paramedic Advanced Diploma.

**Note 3:** Some continuing studies courses are available through various departments. They are typically for professionals that are required to upgrade their skills to remain certified. E.g. Physicians, nurses, counsellors, safety professionals, etc.

**SIAST**

| <b>Credential Type</b>             | <b>Credits / Courses</b> | <b>Duration (terms)</b> | <b>Entrance Requirements (minimum)</b>                                            | <b>Rigour/Level of Study</b>                                                          |
|------------------------------------|--------------------------|-------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Statement of Achievement           | No credit                |                         |                                                                                   |                                                                                       |
| Statement of Attendance            | No credit                |                         |                                                                                   |                                                                                       |
| Applied Certificate (Note 1)       | 12 credits               | 180-749 hours           | Program specific, grade varies according to program content                       | 100- and/or 200-level                                                                 |
| Certificate                        | 45 credits               | 750-1599 hours          | Program specific, minimum of grade 10                                             | 100- and/or 200-level                                                                 |
| Diploma                            | 95 credits               | 1600 hours or more      | Program specific, grade 12, or certificate in same field                          | 100- and 200-level (some diploma programs also require 300- and/or 400-level courses) |
| Advanced Certificate               | 16 credits               | 250 hours or more       | Applied certificate, certificate, diploma, or degree in the same or related field | 100- and/or 200-level                                                                 |
| Post-graduate Certificate (Note 2) | 30 credits               | 450 hours or more       | Degree                                                                            | 100-level                                                                             |

**Note 1:** Examples of applied certificates includes welding, victim services coordinator, and electrician programs. These are credit programs. <http://gosiast.com/programs-and-courses/browse-programs/by-credential.aspx?cred=Applied%20Certificate>

**Note 2:** Only one post-graduate certificate program (Business Management) <http://gosiast.com/programs-and-courses/browse-programs/by-credential.aspx?cred=Post-Graduate%20Certificate>

- Program/Course Completion Credentials policy: <http://gosiast.com/about-siast/about-us/documents/policies/a115programcoursecompletioncredentials.pdf>.

- SIAST offers credit programs as well as course(s) for which no credit units are awarded. Completion documents are awarded based on this distinction.
- Continuing education has credit and non-credit programs: <http://gosiast.com/about-siast/about-us/documents/policies/a119continuingeducationoperations.pdf>
- Statement of Achievement: A statement of achievement may be issued upon completion of credit or non-credit courses typically delivered through continuing education for which there is a formal assessment of learning. The credit courses are taken from existing approved SIAST credit programs. <http://gosiast.com/about-siast/about-us/glossary.aspx>
- **Statement of Attendance:** A statement of attendance may be issued upon completion of non-credit courses typically delivered through continuing education for which there is no formal assessment of learning. <http://gosiast.com/about-siast/about-us/glossary.aspx>
- **From Glossary:** <http://gosiast.com/about-siast/about-us/glossary.aspx>
  - Credential: A credential is awarded for successful completion of a credit program (i.e., certificate, applied certificate, advanced certificate, diploma). The successful student receives a parchment that specifies the credential received.
  - Credit Program: A credit program is a SIAST-approved occupation-specific education or training endeavour that includes evaluating, documenting and formally recording student achievement in the student's permanent record. Every credit program is endowed with a specific title, length, admission requirements, curriculum outline, credit courses, credit units, completion requirements and a completion document.
  - Continuing Education Programs: Continuing education programs are credit programs administered by continuing education consultants, and are often delivered off-campus. They are generally cost-recovery funded, but may also be contracted or brokered. (Some of the credit programs are conducted by the Continuing Education department).
- Continuing education programming and services include credit and non-credit education and training provided through tuition based courses, third party funded programs, brokered programs with other academic institutions and contracts with public and private agencies.
  - Continuing Education policy: <http://gosiast.com/about-siast/about-us/documents/policies/a119continuingeducationoperations.pdf>



**2014-15 Review of Standing Committees of Senate**

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Standing committees of Senate may submit recommendations for revisions to their terms of reference and membership composition as required. The Senate Governance Committee will initiate a formal review of standing committee operations, terms of reference, and membership composition every three years. Attached is a questionnaire for completion by your committee as part of the first of such reviews. The information collected will serve to identify areas where the Senate Governance Committee can assist to ensure the smooth operation of the business on standing committees. Please submit the completed questionnaire electronically to the Secretariat office, via Monique Castonguay at [monique.castonguay@ufv.ca](mailto:monique.castonguay@ufv.ca).

To ensure any changes or revisions to your standing committee's terms and composition are made before the annual call for membership, please submit answers by January 16, 2015.

**Name of standing committee**

Please check the number which best represents the committee's level of satisfaction: with 0 representing the lowest level of satisfaction and 4 representing total satisfaction.

**1. Membership / Composition**

1.1. Is the committee membership composition satisfactory?

0 ☐    1 ☐    2 ☐    3 ☐    4 ☐

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Comments

Page 2

- 1.2. Are the ex officio and voting component ratios adequate? If not, explain.

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

---

- 1.3. Does the membership composition adequately reflect the work of the committee? If not, explain.

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

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Comments

- 1.4. Does the committee experience challenges in lack of attendance by some of its members at meetings? Does this result in quorum issues at meetings? If so, please elaborate.

0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐

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Comments

- 1.5. Other concerns or suggestions for improvement regarding membership and composition of your committee

## **2. Conduct of Business**

- 2.1. Are the rules for the conduct of business on standing committees (appended to the questionnaire) useful?

Page 3

0 ☐    1 ☐    2 ☐    3 ☐    4 ☐

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Suggestions for improvement and comments

- 2.2. Does the committee understand the procedure for submitting items for decision or information to Senate? Is it clear who represents the committee at Senate for these items?

0 ☐    1 ☐    2 ☐    3 ☐    4 ☐

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### **3. Terms of Reference**

- 3.1. Do the terms of reference reflect the work of your committee? If not, explain.

0 ☐    1 ☐    2 ☐    3 ☐    4 ☐

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- 3.2. What other committees of Senate does your committee work with?

Page 4

3.3. Concerns or suggestions for improvement in areas of joint committee work.

**4. Sub-Committees and Ad Hoc Committees**

4.1. What sub-committees or ad hoc committees has your committee formed? What is the mandate of these committees?

**5. Policies**

5.1. Have there been policies reviewed as a result of the work of this committee?

5.2. Do you have suggestions for policies requiring a review?

5.3. Is your committee aware of how to initiate a policy review? If not, how can SGC and the Secretariat assist?

0 ☐    1 ☐    2 ☐    3 ☐    4 ☐

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Page 5

5.4. Is the process of consultation throughout the university for policy revisions clear?

0 ☐    1 ☐    2 ☐    3 ☐    4 ☐

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Response and Comments

5.5. Does your committee require help with understanding this process? If so, be specific.

0 ☐    1 ☐    2 ☐    3 ☐    4 ☐

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**6. Other Items**

6.1. Please elaborate on areas where the Senate Governance Committee and/or the Secretariat Office might assist your committee.

Page 6

**Standing Committees of Senate**  
**Rules for the Conduct of Business**

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**1. Procedures**

- 1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.
- 1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.
- 1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31. Senate will approve the nomination of the annual chair.
- 1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.
- 1.5. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.
- 1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

**2. Voting**

- 2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.
- 2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
  - a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR
  - b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:
    - i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
    - ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.

Page 7

- 2.3.** All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

**3. Meeting Schedule**

- 3.1.** The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
- Academic Planning and Priorities Committee
  - Senate Governance Committee
  - Undergraduate Education Committee
- 3.2.** The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
- Senate Awards and Honours Committee
  - Senate Standing Committee for Student Appeals
  - Senate Budget Committee
  - Faculty Standards Committee of Senate
  - Senate Graduate Studies Committee
  - Indigenization Committee of Senate
  - Senate Research Committee

**4. Terms of office**

- 4.1.** The terms of the Senate members on the Senate standing committees shall be the balance of the members' terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.
- 4.2.** Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

**5. Attendance**

- 5.1.** Regular attendance is expected of all members of the Senate standing committees.
- 5.2.** Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

**6. Amendments to the terms of reference**

- 6.1.** Changes to the standing committees' terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees' terms of reference and membership composition at least every three years and any recommendations for changes be brought to Senate for approval.



## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Admissions Subcommittee (UECAS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to:

- Make decisions on special admissions requests and waivers of the language proficiency requirement for individual students.
- Advise UEC on issues related to admissions or language policy.

### **PROCEDURES**

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#### **Process**

- Students requesting special admission are required to submit the special admission request form, provide transcripts of courses and grades related to their program admission requirements, and all other requirements specified on the form.
- Requests for variation of language entrance proficiency requirements must be made in writing, and must include evidence of test scores, transcripts of courses completed, and/or writing samples.
- Additional supporting documents may be requested by the Associate Registrar, Deputy Registrar, Admissions coordinator, or the committee.
- Decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- UECAS may make recommendations to UEC for changes to admissions policy or language policy, or to the language proficiency standards.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Associate Registrar
- Two UEC members
- One International Education representative
- Two additional members, including at least one advisor

#### **Chair**

The UECAS will determine a chair each September.





## **UEC TRANSFER CREDIT SUBCOMMITTEE**

### **TERMS OF REFERENCE**

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The UEC Transfer Credit Subcommittee (TCS) is a subcommittee of the Undergraduate Education Committee.

#### **Purpose**

The purpose of the subcommittee is to make decisions on transfer credit recommendations for specific courses or programs from institutions or programming not recognized under Transfer credit policy, and that do not qualify for exemption from UEC approval. These might include, but not be limited to, courses from private post-secondary institutions, education or training provided by a non-post-secondary institution or organization, and formal non-credit education from any source.

The committee will not evaluate prior learning obtained other than through formal courses or programs.

### **PROCEDURES**

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#### **Process**

- The TCS will make decisions on specific transfer recommendations made or signed off by the department head for the most closely related discipline. If UFV does not offer a related discipline, the decisions should be approved by the dean or designate for the most closely related faculty.
- The TCS may request additional information or clarification from the person who evaluated the course or program.
- For precedent-setting decisions, the TCS will consider the degree of confidence in the consistency of standards at the sending institution.
- Transfer credit decisions may be made in a formal meeting, or through an email vote. For email votes, members will have a minimum of five business days to respond.
- Transfer credit decisions require a decision of the majority of the members in attendance at the meeting or who participate in an email vote (minimum 3 in favour), however, if two or more members express strong opposition to the decision, or the committee is unable to decide, the decision will be referred to UEC.
- The TCS will advise UEC on other transfer credit issues.

#### **Reporting**

- The chair will retain a record of all decisions made.

### **COMPOSITION**

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#### **Membership**

- Associate Registrar
- Two UEC members
- At least two additional faculty (as diverse a representation as possible)
- One advisor

#### **Chair**

The TCS will determine a chair each September.




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**UEC MEMORANDUM**

UEC Chair: Rod McLeod  
Phone: 5435

UEC Assistant: Amanda Grimson  
Phone: 4571

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**TO:** Undergraduate Education Committee  
**FROM:** Samantha Pattridge, Rod McLeod  
**DATE:** September 22, 2014  
**RE:** UEC retreat summary

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**Background**

In October 2013, the Vice-Provost, the Program Development Coordinator, and the UEC Chair attended the Senior Academic Administrators' Forum held at Langara College. The theme of the discussions was curriculum approval and review processes. Presentations were given by representatives from BCCAT, Camosun College, Thompson Rivers University, and UBC. These presentations contained several interesting ideas around curriculum development that spurred conversation over the coming months at UEC. We discussed how our process compared to other institutions, how we could better define UEC's role in establishing the quality of our curriculum, and how to shift the focus of UEC conversation from operational matters to curricular matters.

On August 29, 2014, UEC held its first full-day retreat in conjunction with its August meeting. Following is a summary of our facilitated discussion on identifying the need for curriculum quality guidelines at UFV and an action plan for accomplishing this work.

**UEC's role and responsibilities**

As part of UEC's commitment to UFV's students, communities, and governance, we discussed the need to create guidelines for curriculum quality. These guidelines would be a critical component of UFV's quality assurance process, in conjunction with other activities such as program reviews.

UEC's Terms of Reference make it clear that such work should be undertaken by this committee:

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.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.

Our retreat discussion highlighted reasons for creating a guideline for quality curriculum at UFV:

- UEC acts as a conduit between faculty and Senate, in that program and course proposals come through faculty councils and then UEC before they arrive at Senate. Many items are approved at UEC with no need to carry on to Senate. UEC has a role as curricular "experts" for Senate. It is the committee's responsibility to be informed about curricular matters within UFV (policies, strategic plan, ILOs, guidelines, etc.) and externally (other institutions, government mandates, Blueprint for Skills, etc.). It is also the committee's responsibility to be transparent about our benchmarks; the expectations should not seem arbitrary.
- The UEC Chair and Assistant regularly advise Faculty Councils, curriculum committees, and individuals on UEC guidelines, and it would be helpful to have a resource document to help answer these requests.
- As professional post-secondary educators, we have a set of skills, knowledge, and experiences that inform our practices, but it is important to be able to articulate these "markers" of good curriculum for the institution.

We also discussed a few key principles for creating a guide:

- 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).

### **Curriculum considerations**

UEC began a preliminary discussion of what makes quality curriculum. Some of the key considerations we identified 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.

UEC committed to exploring existing resources both within UFV (policies, resources, strategic plan, ILOs, guidelines, etc.) and externally (other institutions, government mandates, Blueprint for Skills, etc.).

### **Action plan**

The final portion of the retreat day consisted of developing an action plan for determining guidelines for quality curriculum, as follows:

1. Bring a discussion summary back to UEC for agreement and approval
2. Send the discussion summary and a request to begin work to Senate for approval
3. Establish a UEC subcommittee to begin consultations. Potential membership of the UEC subcommittee could include the following:
  - Faculty representatives: wide representation (5-6 members?)
  - Teaching and Learning representative (1)
  - Program Development Office (1)
  - Dean's caucus (1)
  - Student representatives (2)
  - Staff representative (1)

Note: The intent is to select active participants heavily involved in curriculum, and to focus on involving specific people who will actively participate in the discussion.

4. Consult with Faculty Councils and the university community.
5. Prepare a draft guidelines document for discussion and approval at all levels (UEC, APPC, SBC, Senate)

We anticipate this process will take approximately one academic year, with a completed document developed by May or June 2015. We anticipate the final document will not be a policy, but will instead be an educational standard or procedure maintained and administered by UEC.

### **Request**

UEC would like to request that Senate approve the action plan above so a UEC subcommittee can begin work on identifying and articulating guidelines for creating quality curriculum.

**Memo for Course Changes**

To:

From: (Department head or Chair of Program Working Group)

Date:

**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:
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
5. Which program areas have been consulted about the change(s)?
6. What consideration has been given to indigenizing the curriculum?
7. If this course is not eligible for PLAR, explain why:
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?
10. Estimate of the typical costs for this course, including textbooks and other materials:

**Memo for New Course**

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Proposal for new course (insert title of course)**

1. Rationale for new course:
2. How this new course fits into program(s):  
*Note: Adding this course to a program will usually require a program change request.*
3. Explain how the course learning outcomes align with the learning outcomes of the program(s):
4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
5. Which program areas have been consulted about the course?
6. If a new discipline designation is required, explain why:
7. What consideration has been given to indigenizing the curriculum?
8. If this course is not eligible for PLAR, explain why:
9. Explain how each of the following 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)
10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
11. Estimate of the typical costs for this course, including textbooks and other materials:

**Memo for Program Changes**

To:

From: (Department head or Chair of Program Working Group)

Date:

**Subject: Program change (insert program title)**

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):
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
4. What consideration has been given to indigenizing the curriculum?
5. Will additional resources be required? If so, how will these costs be covered?
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
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?
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.)
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.
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.