UNDERGRADUATE EDUCATION COMMITTEE (UEC)
January 29, 2016 - 10:00 AM
A225

AGENDA
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Page

Changes including title, credits, prerequisites, corequisites, and total hours: NURS 201
Changes including credits, prerequisites, corequisites, and total hours: NURS 202
Changes including prerequisites, corequisites, and total hours: NURS 203
Changes including title, credits, prerequisites, and total hours: NURS 204
Changes including title, credits, prerequisites, and total hours: NURS 205
Changes including prerequisites and total hours: NURS 206
Changes including title and credits: HCA 130
Changes including title and prerequisites: HCA 131
Changes including credits: HCA 132

MOTION: To approve the HSC, NURS, and HCA course outlines as presented.

94 - 99

3.6. Plumbing and Piping
New course: PLMB 117, Hydronic System Design

MOTION: To approve the PLMB 117 course outline as presented.

100 - 103

3.7. Graphic and Digital Design
New course: GD 281, Applied Photography and Video

MOTION: To approve the GD 281 course outline as presented.

104 - 112

3.8. Visual Arts
New course: AH 490, Directed Studies in Art History and Visual Studies
Discontinuation: AH 210/VA 210
Review with changes including title and prerequisites: VA 383

MOTION: To approve the AH and VA course outlines, and the discontinuation of AH 210/VA 210, as presented.

4. PROGRAMS

113 - 126

4.1. Visual Arts
Change to program requirements: Art History extended minor
Change to program requirements: Visual Arts diploma
Change to program requirements: Visual Arts major
Change to program requirements: Visual Arts extended minor

MOTION: To approve the changes to the Art History extended minor program requirements as presented, effective September 2016.

MOTION: To approve the changes to the Visual Arts diploma, major, and extended minor program requirements as presented, effective September 2016.

127 - 128

4.2. Graphic and Digital Design
Change to program requirements: Graphic and Digital Design diploma

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MOTION: To approve the changes to the Graphic and Digital Design program requirements, effective September 2016.

129 -
134

4.3. Anthropology
Changes to program requirements: Anthropology minor
Changes to program requirements: Anthropology extended minor

MOTION: To approve the changes to the Anthropology minor and extended minor program requirements as presented, effective September 2016.

135 -
158

4.4. Criminal Justice
Change to program requirements: Bachelor of Arts (Criminal Justice)
Change to program and entrance requirements: Criminal Justice diploma
Change to program requirements: Criminal Justice minor and extended minor

MOTION: To approve the change to the Bachelor of Arts (Criminal Justice) program requirements as presented, effective September 2016.

MOTION: To recommend approval of the changes to the Criminal Justice diploma entrance requirements as presented, effective September 2016.

MOTION: To approve the changes to the Criminal Justice diploma program requirements as presented, effective September 2016.
MOTION: To recommend approval of the changes to the Criminal Justice diploma entrance requirements as presented, effective September 2016.

MOTION: To approve the changes to the Criminal Justice minor and extended minor as presented, effective September 2016.

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165

4.5. Mathematics and Statistics
Change to program requirements: Mathematics major (BA)
Change to program requirements: Mathematics extended minor (BA)
Change to program requirements: Mathematics extended minor (Statistics option) (BA)
Change to program requirements: Mathematics major (BSc)
Change to program requirements: Mathematics minor (BSc)
Change to program requirements: Mathematics minor (Statistics option) (BSc)

MOTION: To approve the changes to the Mathematics major (BA), Mathematics extended minor (BA), Mathematics extended minor (Statistics option) (BA), Mathematics major (BSc), Mathematics minor (BSc), and Mathematics minor (Statistics option) (BSc) as presented, effective September 2016.

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178

4.6. Social Work and Human Services
Change to entrance and graduation requirements: Bachelor of Social Work

MOTION:
To recommend the changes to the Bachelor of Social Work entrance and

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graduation requirements as presented, effective September 2017.

4.7. Business Administration
Change to residency requirements: Bachelor of Business Administration

MOTION: To recommend approval of the changes to the Bachelor of Business
Administration residency requirements as presented, effective September 2016.

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. Truth and Reconciliation Commission

5.2. Short Programs Subcommittee report

5.3. Admissions Subcommittee report

5.4. Curriculum Quality Subcommittee report

5.5. Transfer Credit Subcommittee report

5.6. Policy Subcommittee report

6. INFORMATION ITEMS

6.1. Minor course changes (outlines will be available at
www.ufv.ca/calendar/courseoutlines)
BUS 201, 221, 249
EDUC 300
GD 157, 159, 202, 203, 204, 216, 303, 358
HCA 111, 113
PHIL 100
VA 180, 280, 283, 284, 384

6.2. Trades
Apprenticeship program: Heavy Duty Equipment Technician - Level 1

7. ADJOURNMENT

UNIVERSITY
OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

December 18, 2015
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT: Maria Bos-Chan, Sue Brigden, Rhonda Colwell, Heather Compeau, John English, Darren Francis, Shirley Hardman, Arlene Leon, Stan Manu, David McGuire, Rod McLeod, Lisa Moy, Eric Spalding, Maureen Wideman, Simon Xi, Sylvie Murray, Gurbir Brar, Kirsten Robertson

ABSENT: Vlad Dvoracek, Peter Geller, Nancy Goad, Steven Marsh, Kate McCulloch, Samantha Pattridge

GUESTS: Elaine Harris, Seonaigh MacPherson, Jason Thomas

RECORDER: Amanda Grimson

1. **APPROVAL OF THE AGENDA**

2. **APPROVAL OF UEC MINUTES**

    2.1. UEC draft minutes: Nov. 27, 2015

    MOTION:
    To approve the minutes as presented.
    CARRIED

3. **COURSE OUTLINES**

    3.1. Adult Education
    Changes including title and prerequisites: ADED 365
    Regularization of special topics course: ADED 325 (formerly ADED 330R)
    Regularization of special topics course: ADED 425 (formerly ADED 330P)
    Regularization of special topics course: ADED 435 (formerly ADED 330Q)
    New course: ADED 473, Adult Education Practicum

    The placement of these courses within the degree program was questioned, as they are not currently included in the program. S. MacPherson (Adult Education department head) indicated that program changes need to be made.

    S. Hardman (Senior Advisor on Indigenous Affairs) noted that ADED 365 provides an opportunity to draw attention to the Truth and Reconciliation Commission. ADED 325, 425, and 435 could also be indigenized more. Perhaps an over-arching program outcome should be added to the calendar copy to address indigenization.

    Specific revisions were suggested to further emphasize the indigenization of ADED 365. The course description was revised, and S. MacPherson will provide additional readings for the textbooks section.

    MOTION:

To approve the ADED course outlines as amended:

- ADED 365 calendar description: "...This course explores the history of and movements associated with adult education as they impact Indigenous peoples in Canada==, and the responsibility of adult educators to address these issues==."
- ADED 365 textbooks section will be revised to include specific readings.

CARRIED

3.2. Chemistry
<u>Changes including prerequisites and total hours</u>: CHEM 113
<u>Review with changes</u>: CHEM 114

As Principles of Mathematics 12 has not been offered since 2011, the Chemistry department was advised to consider whether this course should continue to be included in the prerequisites, or whether additional courses should be added. The Faculty of Science may need to look at this across the board.

The department agreed to the suggestion of MATH 110 as a suitable alternative, and that the inclusion of MATH 094 is unnecessary if MATH 095 is listed.

<u>MOTION:</u>
To approve the CHEM 113 and 114 course outlines as amended:

- CHEM 113 prerequisites: "(One of Chemistry 12 or CHEM 110) and (one of the following: Principles of Mathematics 12, Pre-calculus 12, MATH ~~094~~/095, MATH 096, ==or MATH 110==)."
- CHEM 113 Learning Outcome #1: "~~Discuss critically~~ ==Explain==..."

CARRIED

4. PROGRAMS

4.1. Biochemistry
<u>New program</u>: Biochemistry major (BSc)
<u>New cross-listed course</u>: BIOC 401/CHEM 401, Enzymes, Coenzymes, and Inhibitors
<u>New course</u>: BIOC 402, Advanced Metabolism
<u>New course</u>: BIOC 408, Directed Studies in Biochemistry I
<u>New course</u>: BIOC 409, Directed Studies in Biochemistry II
<u>New cross-listing as BIOC</u>: BIO 320/BIOC 320, CHEM 350/BIOC 350, BIO 403/BIOC 403, BIO 414/BIOC 414
<u>Changes including prerequisites</u>: CHEM 324

<u>MOTION:</u>
To recommend approval of the new Biochemistry major for the Bachelor of Science degree as presented.
CARRIED

<u>MOTION:</u>
To approve the new course designation BIOC (Biochemistry).
CARRIED

<u>MOTION:</u>
To approve the BIO, BIOC, and CHEM course outlines as amended:

- BIOC 408 and 409 prerequisites: "BIOC 350/CHEM 350 <mark>and department head's permission</mark>."
- CHEM 324 prerequisites: "~~CHEM 113,~~ CHEM 114, (one of PHYS 105 or PHYS 111), MATH 111, and (one of MATH 112 or MATH 118). ~~MATH 211 is recommended.~~"
- CHEM 324 course description addition: "<mark>Note: MATH 211 is recommended prior to this course.</mark>"

CARRIED

5. OTHER BUSINESS/DISCUSSION ITEMS

5.1. English Language Proficiency Requirement policy (99)

This policy was due for its five-year review, and the Senate Governance Committee (SGC) asked that all standards be reviewed. The UEC Policy Subcommittee has been working on this policy. E. Harris (Associate Registrar) presented the revisions to UEC.

It was noted that the definition "University-level language proficiency" should be changed to "Degree/diploma-level language proficiency".

This policy is not specific to undergraduate students, although responsibility for the policy rests with UEC. UEC agreed to approve the draft policy in principle and send it to the Graduate Studies Committee (GSC) for consultation. It will then be sent for institution-wide consultation.

5.2. Policy Subcommittee report

There was no report from this subcommittee.

5.3. Academic Program and Unit Reviews policy (189)

This policy was not discussed. Feedback can be sent to the Vice Provost and Associate Vice-President Academic.

5.4. Admissions Subcommittee report

There was no report from this subcommittee.

5.5. Curriculum Quality Subcommittee report

There was no report from this subcommittee.

5.6. Transfer Credit Subcommittee report

There was no report from this subcommittee.

5.7. Truth and Reconciliation

This item was postponed to the January meeting.

6. INFORMATION ITEMS

6.1.   Teacher Education Program

7.   ADJOURNMENT

The meeting was adjourned at 12:05 pm.

Memo for Course Changes

To: Martha Dow

From: Dr. Douglas Hudson, Anthropology

Date: April 19, 2015

Subject: Proposal for revision of ANTH 368 (formally ANTH 468): Environment and Society

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:

   As part of the overall changes to Anthropology programs and curriculum, ANTH faculty propose moving ANTH 468 to the 300-level. The course is also cross-listed with Sociology. There are two main reasons for requesting this change:

   a. Offering greater elective possibilities at the 300-level for non-ANTH and non-SOC students, particularly in topics which support learning in other disciplines
      1. ANTH 368 focuses on ecological and environmental issues; this content would appeal to students in Geography, as well as students interested in environmental studies. Given significant indigenous content in the course, it would also appeal to Indigenous Studies students. In its present form, as ANTH 468, it would be difficult for such students to meet the pre-reqs for the course.
      2. Moving the course to the 300-level means changing the learning outcomes to reflect those possible for students without significant ANTH or SOC experience and changing the teaching methods/breakdown of hours to reflect this.

   b. Building a clearer scaffolding of learning outcomes from the 100-level to the 400-level, with the 400-level focusing on the significant application of ANTH learning through the course of several courses in ANTH
      a. When ANTH faculty mapped their learning outcomes, we determined the need to change the 400-level offerings to offer an enhanced experience for ANTH

students – something which truly sees them bring together years of learning and apply the theories and methods they have learned in focused ANTH study. This meant we needed to re-evaluate what we were teaching and at what level we were teaching it.

Fundamentally, moving the course to the 300-level, will allow more students the opportunity to learn about environmental issues from an Anthropological and Sociological perspective. Further, it will also provide a needed foundation for those ANTH or SOC students wishing to tackle such topics at the 400-level in a deeper way.

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

The outcomes have been updated to reflect current language preferences related to learning outcomes and to reflect expectations of a 300-level course.

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

This course is not required of any program, but it can be used towards various programs in Anthropology and Sociology. The course is currently crosslisted as SOC 468; this will need to be updated to SOC 368.

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

Anthropology caucus, SCMS department group

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

The course draws on case studies and provides examples from First Nations related to the environment. The learning outcomes require students to articulate environmental issues from a number of cultural perspectives. Indigenous knowledge and perspectives are always part of the course.

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

Course is eligible for PLAR.

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?

Not required

10. Estimate of the typical costs for this course, including textbooks and other materials: $200

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1999
REVISED COURSE IMPLEMENTATION DATE:	September 2016
COURSE TO BE REVIEWED: (six years after UEC approval)	January 2022

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: ANTH 368	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Environment and Society
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Social, Cultural and Media Studies

Calendar Description:

An examination of selected approaches to ecological and environmental issues, resource use, case studies of resource use conflicts, environmentalism, and the ways in which different cultures view the environment.

Note: This course is offered as ANTH 368 (formerly ANTH 468) and SOC 368 (formerly SOC 468). Students may take only one of these for credit.

Prerequisites (or NONE):	45 university-level credits including one of ANTH 102 or SOC 101.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Equivalent Courses (cannot be taken for additional credit)	Transfer Credit
Former course code/number: **SCMS 468, ANTH 468/SOC 468**	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with: **SOC 368**	
Equivalent course(s): **SOC 368**	Transfer credit requested (OReg to submit to BCCAT): ☒ Yes ☐ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☒ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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

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

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

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

Department / Program Head or Director: Martha Dow		**Date approved:**	April 22, 2015
Faculty Council approval		**Date approved:**	April 2015
Campus-Wide Consultation (CWC)		**Date of posting:**	November 20, 2015
Dean/Associate VP: Jacqueline Nolte		**Date approved:**	April 27, 2015
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 29, 2016

Learning Outcomes

Upon successful completion of this course, students will be able to:
1. Evaluate critically the social and cultural contexts of environmental issues.
2. Analyze the relationship between local, indigenous, and global processes and environmental issues.
3. Analyze environmental issues from selected anthropological and sociological perspectives.
4. Articulate environmental issues from a number of cultural perspectives.
5. Present ideas on environmental issues in a variety of situations and formats, including seminars, discussions, and written assignments.
6. Apply academic writing skills to ecological, anthropological, and sociological topics and issues.

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, discussions of assigned readings and audio-visual materials, student presentations, and guest lecturers.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Hannigan, J	Environmental Sociology 3/e	☒	Routledge	2014
2.	Kopnina, H, Shoreman-Ouimet, E	Environmental Anthropology Today	☒	Routledge	2011
3.	Willow, A	Strong Hearts, Native Lands: Anti-Clearcutting Activism at Grassy Narrows First Nation	☒	University of Manitoba	2012
4.			☐		
5.			☐		

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

n/a

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	30%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Book Review:	10%	Presentation:	10%	Participation:	10%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1   Introduction to the course
Weeks 2-4   Socio-ecological approaches in anthropology and sociology
Week 5   Globalization and social and economic Inequality
Week 6   The discourses of environmentalism and environmental Issues
Week 7   Indigenous peoples, cultural landscapes, and ecological paradigms
Week 8   Mid-term exam and discussion of essay/project topics
Week 9   Case study: discourses of environmental and Indigenous issues
Week 10   Case study: discourses of environmental and Indigenous issues
Week 11   Conservation and sustainability
Week 12   Applying course concepts to current issues
Week 13   Essay/project presentations and discussions

ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
REVISED COURSE IMPLEMENTATION DATE: September 2016
COURSE TO BE REVIEWED: (six years after UEC approval) January 2022
Course outline form version: 09/15/14

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

Course Code and Number: SOC 368	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Environment and Society

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Social, Cultural and Media Studies

Official Course Outline:

This is a cross-listed course. Please refer to **ANTH 368** for the official course outline.

Calendar Description:

An examination of selected approaches to ecological and environmental issues, resource use, case studies of resource use conflicts, environmentalism, and the ways in which different cultures view the environment.

Note: This course is offered as ANTH 368 (formerly ANTH 468) and SOC 368 (formerly SOC 468). Students may take only one of these for credit.

Prerequisites (or NONE):	45 university-level credits including one of ANTH 102 or SOC 101.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit) Former course code/number: **SCMS 468, ANTH 468/SOC 468** Cross-listed with: **ANTH 368** Equivalent course(s): **ANTH 368** *Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.*	**Transfer Credit** Transfer credit already exists: ☐ Yes ☐ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☐ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes ☐ No To find out how this course transfers, see **bctransferguide.ca**.

Department / Program Head or Director: Martha Dow	**Date approved:**	April 22, 2015
Faculty Council approval	**Date approved:**	April 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	November 20, 2015
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Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Memo for Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 100: Invitation to Anthropology

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: Invitation to Anthropology introduces students to the four fields of Anthropological study. The course has not been offered for 4 years and does not serve the program well. This course does not fit with the proposed program focus; as such a small unit, the ANTH faculty members can no longer attempt to offer courses in all areas of ANTH. Instead, the unit will focus on socio-cultural ANTH, including other streams of ANTH within existing courses where relevant. Students, therefore, are better served taking ANTH 102 as their foundational course at UFV. Removing ANTH 100 will see students move into the lower-level ANTH courses they need to take in order to be successful in 200-level ANTH and beyond.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? None – the course was only part of the ANTH program.

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 101: Human Origins

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: This course does not fit with the proposed program focus; as such a small unit, the ANTH faculty members can no longer attempt to offer courses in all areas of ANTH. Instead, the unit will focus socio-cultural ANTH, including other streams of ANTH within existing courses where relevant. Some of the content from ANTH 101 will move into a revised ANTH 240.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? None – the course was only part of the ANTH program.

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 203: Selected Topics in Cultural Anthropology

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: ANTH has 2 special topics shells at the 200-level: ANTH 203, which specifies cultural ANTH, and ANTH 299 which is a more general: Special Topics in ANTH I. It makes little sense to have both, so 203 will be removed. Permanent faculty, sessional instructors, and visiting instructors will still be able to make use of a lower-level special topics shell via ANTH 299.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? None – ANTH only course

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 225: Urban Life

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: This course has not been offered for several years. ANTH faculty members have elected to retain ANTH 325: Culture and Theory of the City and remove ANTH 225 from the calendar. This ensures that one course on urban ANTH remains and allows the small complement of ANTH faculty members to ensure diversity in their course offerings.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? The course is cross-listed with Sociology. Sociology faculty were consulted and support discontinuation.

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 267: Religions and Globalization

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: <u>This course has not been offered in several years. The topics of religion, diaspora, and globalization are covered by other courses within the program. Any faculty member wishing to focus, from time to time, solely on this topic may do so through one of the special topics courses</u>.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): <u>N/A</u>

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? <u>No</u>

5. Which program areas have been consulted about the change(s)? <u>No – not required of any other program</u>

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 341: Archeology Field Methods

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: This course has not been offered in several years. Further, it does not fit within the desired shift in program focus proposed by the faculty members (to socio-cultural Anthropology). Finally, the program does not really have sufficient resources to be able to do this course justice.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? No – not required of any other program

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 402: The Field Experience in Anthropology

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: At this time, resources do not exist for a very small ANTH program to be able to offer significant field experience to students. Talks are underway regarding opportunities for students to complete this through other institutions for transfer credit. Further, because of the very small size of the ANTH program, faculty members have decided to move away from extensive 400-level offerings in favour of just two 400-level shell courses that all are able to teach: one seminar and one course focused on Anthropological research.

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

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? No – not required of any other program

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 403: Selected Topics in Cultural Anthropology II

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

2. Rationale for change: <u>Because of the very small size of the ANTH program, faculty members have decided to move away from extensive 400-level offerings in favour of just two 400-level shell courses that all are able to teach. The two new shells will allow for a range of topics to be considered, with one acting as a seminar and one focused on Anthropological research</u>.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): <u>N/A</u>

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? <u>No</u>

5. Which program areas have been consulted about the change(s)? <u>No – not required of any other program</u>

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 425: Applied Anthropology

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: <u>Because of the very small size of the ANTH program, faculty members have decided to move away from extensive 400-level offerings in favour of just two 400-level shell courses that all are able to teach. Further, this type of course requires a significant outlay of resources – resources which are not available. With a small student group taking ANTH, too, the program is better served by partnering with other ANTH programs and allowing students to engage in field work for transfer credit. Finally, ANTH faculty are committed to increasing applied opportunities, on a smaller scale, within their overall program and curriculum rather than relegating this learning to a single course.</u>

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): <u>N/A</u>

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? <u>No</u>

5. Which program areas have been consulted about the change(s)? <u>No – not required of any other program</u>

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 Course Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Proposal for discontinuation of ANTH 469: Myth and Ritual

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: <u>Because of the very small size of the ANTH program, faculty members have decided to move away from extensive 400-level offerings in favour of just two 400-level shell courses that all are able to teach: one seminar class and one research class.</u>

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): <u>N/A</u>

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? <u>No</u>

5. Which program areas have been consulted about the change(s)? <u>No – not required of any other program</u>

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:

CWC comments and responses:

*   Does discontinuation of ANTH 469 (Myth and Ritual) have Indigenous implications? Is this course included in the list for the proposed Indigenous Studies major?
    ANTH 469 was not included in the list of options for the Indigenous Studies major, so this decision has no effect on the proposed major.

Memo for Course Changes

To: Professional Studies Faculty Council/UEC Screening Subcommittee

From: Edward Lo

Date: May 13, 2015

Subject: Proposal for revision of (CIS 192 – Introduction to Networking)

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

2. Rationale for change:

    Prerequisites – The pre-requisites become more focused on Comp/CIS credits instead of general credits that do not help students succeed in the course. This course has a high failure rate. An analysis of previous grades indicates that 33% of students that have a grade of P, NC or W. The new pre-requisite will ensure that our students are more prepared.
    Learning outcomes – just made some minor update.

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

    No

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

    No

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

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

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

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

    a. Credit value

    b. Class size limit

    c. Frequency of offering

    d. Resources required (labs, equipment)

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

    N/A

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

    $100 (Approx.)

CWC comments and responses:

• The memo indicates that this course has a high failure rate. Is there an IR report to analyze which students fail?

Response: It is difficult for us to have a complete analysis since we have a lot of transferred students from overseas. They come from different programs and universities. The course originally required only CIS 190 as a prerequisite, and later on changed to the current prerequisites because it might give students more flexibility. We used general credits because we were told at the time it was not possible to automatically check CIS/Comp credits. They had to be checked manually. I believe we don't have that restriction any more. The most important message to our students is that any nine university credits will not give him/her enough preparation for the course.

• Should more specific courses be included in the prerequisites, rather than any eight CIS/COMP credits?

Response: CIS 190 is the course that should definitely be in the prerequisite. If we try to put more courses as the prerequisites, it will then put a lot of restrictions on how students plan their courses in the 1st year. Eight credits will be equivalent to have taken two to three CIS/Comp Courses already. That should mean that our students know the demand of our CIS/Comp courses. At this moment, we prefer not to put more restrictions on our students.

- Increase in the prerequisites (from nine credits to eight credits of CIS/COMP) will require notice. Interim prerequisites could be one of the following, depending on your preference ("university-transferable" should also be changed to "university-level"):
    1. CIS 190 or eight university-level credits. Note: As of September 2016, prerequisites will change to the following: CIS 190 or eight credits of university-level CIS or COMP.
    2. CIS 190 or nine university-level credits. Note: As of September 2016, prerequisites will change to the following: CIS 190 or eight credits of university-level CIS or COMP.

    Response: I prefer the 2nd option because it reflects the current and the future prerequisites.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE: January 2002
REVISED COURSE IMPLEMENTATION DATE: September 2016
COURSE TO BE REVIEWED: (six years after UEC approval) January 2022
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CIS 192	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Introduction to Networking
Course Short Title (if title exceeds 30 characters):

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

Calendar Description:

Data network fundamentals including OSI reference model, TCP/IP protocol suite, design, physical topologies, media, infrastructure cabling standards, routers and switches. IP addressing designs are developed and implemented for small internetworks. Routing protocols are configured, analyzed, and tested.

Note: Students are required to work on self-directed exercises in our networking lab to gain hands-on experience.

Prerequisites (or NONE):	CIS 190 or nine university-level credits. Note: As of January 2017, prerequisites will change to the following: CIS 190 or eight credits of university-level CIS or COMP.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number: **CIS 195**	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ Yes ☒ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 80
Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours (instructor led)	15
Laboratory hours (self-directed)	20
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**80**

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, every other year, etc.): every Fall and Winter

Department / Program Head or Director:	**Date approved:**	June 2015
Faculty Council approval	**Date approved:**	June 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	August 14, 2015
Dean/Associate VP: Lucy Lee	**Date approved:**	June 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Learning Outcomes

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

- Identify common network equipment including switches and routers
- Recommend network topologies based on best industry practices
- Follow infrastructure cabling standards
- Explain LAN technology, architecture and protocol.
- Discuss the OSI reference model and its layers
- Describe TCP/IP applications, transport and network protocols.
- Identify the main topics of concerns in a modern office environment.
- Design different types of IP addressing schemes
- Configure static routes and dynamic routing protocols
- Construct a small, complete, workable and tested internetworks

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 and labs.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Mark Dye and Allan Reid	Introduction to Networks Companion Guide	☒	Cisco Press	2014
2.	Cisco Networking Academy	Routing and Switching Essentials Companion Guide	☒	Cisco Press	2014
3.	Cisco Networking Academy	Routing and Switching Essentials Lab Manual	☒	Cisco Press	2014
4.	Cisco Networking Academy	Introduction to Networks Lab Manual	☒	Cisco Press	2014
5.			☐		

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

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

Typical Evaluation Methods and Weighting

Final exam (Lab + Written): 40 %	Assignments: %	Midterm exam: 20 %	Practicum: %
Quizzes/tests: 20 %	Lab work: 10 %	Field experience: %	Shop work: %
Class participation: 10 %	Other: %	Other: %	Total: 100%

Details (if necessary):

Typical Course Content and Topics

The OSI Reference Model and the seven layers.

Data communications transmission methods

The concept of Encapsulation and de-encapsulation

Ethernet and Wifi LANs, and switches

IP addressing and address design including IPv4, IPv6, CIDR

Introduction to routing protocols and implementation

Topology and network addressing schemes

TCP/IP transport Protocols including TCP and UDP

TCP/IP application protocols including HTTP, FTP, Telnet and SMTP

TCP/IP network layer protocols including IP, ARP, ICMP

Routing protocols including static routing and dynamic routing with RIP

Memo for Course Changes

To: UEC

From: Gabriel Murray, Computer Information Systems

Date: 10/6/2015

Subject: Proposal for revision of COMP 251 – Data Structures and Algorithms

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:

   We added COMP 125 as a pre-req. We want to ensure that students take COMP 125 early on in their studies, and that they are fully prepared for the concepts they learn in COMP 251. COMP 125 will guarantee that students have encountered basic analysis of algorithms.

   The calendar description was shortened to fall within the length limit.

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

   No changes.

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

   No.

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

   None outside CIS.

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

The department is interested in all opportunities for indigenizing the curriculum, but we have not identified such opportunities in a class on data structures and algorithms.

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

N/A

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

N/A

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

No.

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

The textbook would typically be about $175.

	ORIGINAL COURSE IMPLEMENTATION DATE:	November 1999
	REVISED COURSE IMPLEMENTATION DATE:	September 2016
	COURSE TO BE REVIEWED: (six years after UEC approval)	January 2022

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: COMP 251	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Data Structures and Algorithms
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Professional Studies	**Department (or program if no department):** Computer Information Systems

Calendar Description:

An introduction to the abstract data structures used in the solution of common computing problems. Applies concepts such as stacks, queues, trees, and graphs to problems using a modern object-oriented programming language. Also covers the correctness and efficiency of algorithms.

Prerequisites (or NONE):	COMP 155 and MATH 125. Note: As of January 2017, prerequisites will change to the following: COMP 125, COMP 155, and MATH 125.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer 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 already exists: ☒ Yes ☐ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes ☒ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60 **Typical structure of instructional hours:**	**Special Topics**
	Will the course be offered with different topics? ☐ Yes ☒ No

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours	15
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

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, every other year, etc.): 1 to 2 times per year

Department / Program Head or Director: Dan Harris	**Date approved:**	Sept 25, 2015
Faculty Council approval	**Date approved:**	October 16, 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	November 20, 2015
Dean/Associate VP: Lucy Lee	**Date approved:**	October 16, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

COMP 251	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 and implement, in an object-oriented programming language, the following abstract data types:
  - Stacks
  - Lists
  - Queues
  - Arrays
  - Heaps
  - Trees
  - Dictionaries
- Calculate space and time complexity for commonly used algorithms.
- Identify which algorithms are appropriate for a given problem.
- Identify which data structures are appropriate for a given problem.

Prior Learning Assessment and Recognition (PLAR)

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

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

The course will be delivered in lecture-lab format, with numerous demonstrations and hands-on activities. The lab portion gives students and the instructor the ability to view and interact with current projects.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Dale, Joyce, Weems	Object-Oriented Data Structures Using Java	☒	Jones and Bartlett	2011
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

None

Typical Evaluation Methods and Weighting

Final exam:	45%	Assignments:	30%	Midterm exam:	25%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

- Software Engineering
- Data Design & Implementation
- Abstract Data Types
- Unsorted Lists & Sorted Lists
- Stacks and Queues
- Linked Structures
- Recursion
- Binary Search Trees
- Priority Queues, Heaps, & Graphs
- Hashing
- Maps
- Efficiency of Algorithms
- Sorting & Searching

Memo for New Course

To: Undergraduate Education Committee

From: Gabriel Murray

Date: September 25, 2015

Subject: Proposal for new course COMP 482: Natural Language Processing

1. Rationale for new course:

   Natural Language Processing (NLP) is a growing area of artificial intelligence and human-computer interaction. It is behind technologies such as Apple's Siri, Google's search functionality, and IBM's Watson A.I. system. Sophisticated software systems will increasingly rely on NLP.

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

   Note: Adding this course to a program will usually require a program change request.

   It could be added to the BCIS Software concentration in the near future. Until then it will be an upper-level elective course.

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

   The course will provide students with practical experience in intelligent software development, advanced algorithms, evaluation methodology, and general critical thinking.

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

   No.

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

   The English department understands and approves the listing of LING 101 as a pre-requisite option.

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

   N/A

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

   The NLP community has made major efforts to apply research to under-resourced languages. This course could involve applying NLP technologies to regional First Nations languages.

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

   N/A

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

   a. Credit value

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

We do not expect major budgetary impacts for this course. It will be offered every other year as an elective course. The only required software is free for us to install and use. The class size limit of 35 is standard for our department and due to space limitations in our computer labs (there are 36 machines, but on any given day it is common for at least one to be not working). The number of credits is standard for our upper-level courses.

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

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

    The textbook will normally cost around $150.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2016
REVISED COURSE IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED: (six years after UEC approval)	January 2022

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: COMP 482	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Natural Language Processing
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Professional Studies	**Department (or program if no department):** Computer Information Systems

Calendar Description:

Algorithms and tools for enabling computers to analyze, understand, and generate human language.

Prerequisites (or NONE):	One of (STAT 106 or STAT 270) and one of (COMP 251 or LING 101) and 60 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No

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

Resubmit revised outline for articulation: ☐ Yes ☒ No

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

Total Hours: 45
Typical structure of instructional hours:

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

Special Topics
Will the course be offered with different topics?

☐ Yes ☒ No

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

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 35

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

Department / Program Head or Director: Dan Harris	**Date approved:**	September 25, 2015
Faculty Council approval	**Date approved:**	October 16, 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	November 20, 2015
Dean/Associate VP: Lucy Lee	**Date approved:**	October 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Learning Outcomes

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

- Apply finite state models to natural language processing (NLP) problems.
- Use probabilistic models for classification and sequence labeling tasks in NLP.
- Implement syntactic parsing algorithms in a high-level programming language.
- Contrast context-sensitive, context-free and regular languages.
- Improve NLP applications with word-sense disambiguation.
- Evaluate NLP applications on held-out data using appropriate metrics.
- Work as part of a team to develop an end-to-end NLP system for a particular task.
- Write NLP programs using a scripting language.
- Articulate the utility of NLP to research and initiatives involving under-resourced languages.

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 and labs.

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

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

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

	Author (surname, initials) Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Jurafsky, D. and Martin, J. Speech and Language Processing	☒	Pearson	2009
2.	Bird, S. et. al Natural Language Processing with Python	☒	O'Reilly	2009
3.		☐		
4.		☐		
5.		☐		

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

None.

Typical Evaluation Methods and Weighting

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

Details (if necessary):

Typical Course Content and Topics

- Introduction to Natural Language Processing (NLP)
- Introduction to Python programming
- Regular Expressions and Finite State Automata (FSA)
- Morphology and Finite State Transducers (FST)
- N-Gram Language Models
- Part-of-Speech Tagging
- Hidden Markov Models (HMMs) and Maximum Entropy Markov Models (MEMMs)
- Formal Grammars of English
- Syntactic Parsing and Probabilistic Parsing
- Computational Semantics
- NLP Applications, including question-answering, automatic summarization, and dialogue systems

Memo for Course Changes

To: Jacqueline Nolte, Dean, College of Arts

Cc: Amanda Grimson, UEC Assistant; Rachael Letkeman, Committees Assistant

From: Steven Marsh, Department Head

Date: 2015 October 9

Subject: Proposal for revision of GEOGRAPHY 312

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: As part of the six year course review:
    - **the Course Title was shortened to make it more concise;**
    - **the Calendar Description was reduced to 40 words and to more accurately reflect the content and skill development activities of the course;**
    - **the Prerequisites were reduced to 45 credit hours to recognize the actual minimum academic experience students require to be successful in this course;**
    - **the Learning Outcomes were revised to properly prepare students for careers in natural resource management and to more completely understand human interactions with the natural environment;**
    - **Resource materials were updated to include the seminal literature and cutting edge research in the sub-discipline of political ecology.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **The revised Learning Outcomes more fully align with the Geography Program Learning Outcomes, particularly with respect to the area of Thinking (values associated with sustainability; inductive and deductive reasoning; alternative perspectives and sources of knowledge; reflecting critically on research findings; etc.), Investigating and Problem-Solving (Keeping an organized field journal; understanding how to apply the scientific method, etc.), Communicating (communicating in multiple written formats; effectively communicate to both**

specialist and non-specialist audiences in both written and oral form, etc.), and Self-Directing and Collaborating (work effectively with peers in field settings, collaborate with peers to complete projects, demonstrate independence in the completion of tasks).

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is required for the Peace and Conflict Studies program and it reinforces several of the key themes of the PACS program, such as sources of conflict, multiple worldviews, Indigenous knowledge systems, and access to resources. It is an elective for the Global Development Studies program and it continues to provide insight into development processes that are tied to natural resource use.**

5. Which program areas have been consulted about the change(s**)? Both PACS and GDS curriculum groups were consulted over the past year regarding the focus and the extent of revisions while Garry Fehr was a member of both curriculum groups.**

6. What consideration has been given to indigenizing the curriculum?
   There is significant content that examines Indigenous knowledge systems, historical development processes that marginalized Indigenous peoples around the world, Canadian land claims and changing Indigenous access to resources is a central theme of the field trip.

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

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

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **Students fund 50% of transportation and accommodation costs and the department funds the remaining 50%. Students are responsible for 100% of food costs, but they are encouraged to bring their own lunches.**

10. Estimate of the typical costs for this course, including textbooks and other materials:
    Textbooks are downloaded freely from the Library and the fieldtrip costs each student approximately $70-80.

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 2008
	REVISED COURSE IMPLEMENTATION DATE:	September 2016
UNIVERSITY OF THE FRASER VALLEY	**COURSE TO BE REVIEWED: (six years after UEC approval)**	January 2022
	Course outline form version: 09/15/14	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 312	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Political Ecology
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Geography and the Environment.

Calendar Description:

Examining the way social and political factors influence human interaction with the environment, and unequal distribution of natural resource wealth. Case studies investigate environmental change, worldviews, livelihoods, conservation, conflict, and indigenous access to resources. Field trips outside class time are required.

Prerequisites (or NONE):	(One of GEOG 240, GEOG 241, or GEOG 242) or 45 university-level credits. Note: As of January 2017, prerequisites will change to the following: 45 university-level credits.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number: **N/A**	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with: **N/A**	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ Yes ☐ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60	**Special Topics**
Typical structure of instructional hours:	Will the course be offered with different topics?

Lecture hours	30	
Seminars/tutorials/workshops	18	
Laboratory hours		
Field experience hours	12	
Experiential (practicum, internship, etc.)		
Online learning activities		
Other contact hours:		
Total	**60**	

☐ Yes ☒ No

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

☐ No ☐ Yes, _____ repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 28

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

Department / Program Head or Director: Steven Marsh	**Date approved:**	October 8, 2015
Faculty Council approval	**Date approved:**	November 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	January 15, 2016
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	November 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Learning Outcomes

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

1. Evaluate how worldviews and knowledge systems have evolved in relation to humanity's interaction with the natural environment.
2. Explain how the inherent uneven nature of society influences the extraction of natural resources and the conservation of the natural environment.
3. Apply a critical analytical framework to natural resource development projects to deconstruct local, regional and global power relationships.
4. Demonstrate fundamental skills in geographic research, analysis, and synthesis.

Prior Learning Assessment and Recognition (PLAR)

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

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

The course material will be presented through lectures, problem based learning and audio-visual materials and supported with field trips, seminar activities, and student presentations of required readings.

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

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

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

	Author (surname, initials) Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	See attached Library Reserve of Selected Readings.	☐		
2.		☐		
3.		☐		
4.		☐		
5.		☐		

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

Minimal field trip fee.

Typical Evaluation Methods and Weighting

Final exam:	25%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Group Presentation:	%	Field Report:	25%	Research paper:	30%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

1. Introduction to Political Ecology
2. Tools of Political Ecology
3. Construction and De-construction of Nature
4. Fieldtrip
5. Indigenous and Local Knowledge Systems
6. Sustainability
7. Degradation and Marginalisation
8. Conservation and Control
9. Identity and Social Movements
10. Political Objects and Actors
11. Applying Political Ecology: Technology
12. Applying Political Ecology: Ethical Consumption
13. Applying Political Ecology: Rural Gentrification
14. Review

Library Reserve of Selected Readings for GEOG 312

Bebbington, A. 1993. Modernization from below: An alternative indigenous development? *Economic Geography,* 69(3), 274-292.

Daniels, R. & Bassett, T. 2002. The spaces of conservation and development around Lake Nakuru National Park, Kenya. *The Professional Geographer,* 54(4), 481-490.

Davis, J. S. 2007. Scales of Eden: conservation and pristine devastation on Bikini Atoll. *Environment and Planning D-Society & Space,* 25(2), 213-235.

Dempsey, J. 2010. Tracking grizzly bears in British Columbia's environmental politics. 42: 1138-1156.

Fairhead, J. & Leah, M. 1995. Reading Forest History Backwards: Guinea's Forest-Savanna Mosaic, 1893-1993. *Environment and History.* 1(1): 55-91.

Hardin, Garret. 1989. There is no global population problem.

Homewood, et. al. 2001. Long-Term Changes in Serengeti-Mara Wildebeest and Land Cover: Pastoralism, Population, or Policies? *Proceedings of the National Academy of the United States of America,* 98(22), 12544-12549.

Jewitt, S. 2008. Political ecology of Jharkhand conflicts. *Asia Pacific Viewpoint.* 49(1), 1360-7456.

Lovell, H., Bulkeley, H. & Liverman, D. 2009. Carbon offsetting: sustaining consumption? *Environment and Planning A.* 41: 2357-2379.

Morin, J., Dickie, R., Sakaguchi, T. & Hoskins, J. 2008. Late Prehistoric settlement patterns and population dynamics along the Mid-Fraser. *BC Studies,* 160, 9-34.

Mosely, W. 2005. Global cotton and local environmental management: the political ecology of rich and poor small-hold farmers in southern Mali. *Geographical Journal*, 171(1), 36-55.

Neumann, R. 2001. Africa's last wilderness and reordering space for political and economic control in colonial Tanzania. *Africa,* 71(4), 641-664.

Redclift, M. 2005. Sustainable development (1987-2005): An oxymoron comes of age. *Sustainable Development,* 13, 212-227.

Ribot, J. 1995. From exclusion to participation: Turning Senegal's forestry policy around? *World Development*, 23(9), 1587-1599.

Robbins, P. 2001. Fixed categories in a portable landscape: The causes and consequences of land-cover categorization. *Environment and Planning A,* 33, 161-179.

Sandberg, A. & Werkerle, G. 2010. Reaping Nature's Dividends: The Neoliberalization and Gentrification of Nature on the Oak Ridges Moraine. *Journal of Environmental Policy & Planning.* 12 (1): 41-57.

Skinner, C. 1988. Population myth and the Third World. *Social Policy,* Summer, 57-62.

Stonich, S. 1989. The dynamics of social processes and environmental destruction. *Population and Development Review,* 15(2), 269-296.

Thomson, D. & Ignace, M. 2005. They made themselves our guests: Power relationships in the Interior Plateau region of the Cordillera in the fur trade era. *BC Studies,* 146, 3-35.

Wolmer, W. 2005. Wilderness gained, wilderness lost: Wildlife management and land occupations in Zimbabwe's southeast lowveld. *Journal of Historical Geography,* 31(2), 260-280.

Memo for Course Changes

To: Lucy Lee, Dean, Faculty of Science

Cc: Amanda Grimson, UEC Assistant, Melinda Saretzky, Committee Assistant

From: Steven Marsh, Department Head

Date: 2015 September 12 (updated 2015 November 27 with comments)

Subject: Proposal for revision of GEOGRAPHY 315

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: **Current course outline is out of date.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **Changes are not substantial.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **Changes will not affect programs that utilize this course.**

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

6. What consideration has been given to indigenizing the curriculum? **The course will incorporate a First Nation's perspective on soil husbandry and how arable soil available now for First Nations of the Fraser Valley is in many situations, sub par, and how current practices on neighbouring lands prohibits First Nations from traditional farming practices.**

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? **Field trips are required and will be funded by GATE's operating expenses and or students field-trip fees.**

10.   Estimate of the typical costs for this course, including textbooks and other materials: **Cost for students is approximately $100 for the textbook plus approximately $10 in fuel to get to field sites. The cost for me to ground truth the field trips and run them with students is the cost of mileage to local field sites, which is approximately $300.**

NOTE: In the future I would like this course to be cross-listed with Biology and Agriculture.

CWC Comments

From: Shirley Hardman
Sent: November-17-15 6:01 PM
To: Amanda Grimson; cwconsult
Cc: Steven Marsh; Myra Hughes; Melinda Saretzky; Shelley Hayes
Subject: RE: GEOG 315 – 6 year review

Ey Swayel. My comment is to ask that the response to questions 6. "**The course will incorporate a First Nation's perspective on soil husbandry and how arable soil available now for First Nations of the Fraser Valley is in many situations, sub par, and how current practices on neighbouring lands prohibits First Nations from traditional farming practices**" be incorporated into the content and/or Learning Outcomes.

From: Jonathan Hughes
Sent: November-26-15 4:48 PM
To: Myra Hughes; Steven Marsh
Cc: Dieter Geesing; Shelley Hayes; Renee Prasad
Subject: RE: GEOG 315

Dieter, who is responsible for teaching soils in the Agriculture Department, and I agreed that there is too much crossover in the current course outline for GEOG 315 and AGRI 311. The changes we agreed to are as follows:
Replace the current course description with:
"Soils result from the interface of bedrock and biota regulated by climate. In this course you will learn how soils vary along environmental gradients across the landscape according to physical, chemical, and ecological processes that define key soil horizons. Field trips outside of class time are required."

Replace the last four scheduled lecture topics (page 4 of the outline, attached):
10 Soil nutrient cycles
11 Wetland soils
12 Soils of the past (paleosols)
13 Soil mapping (Geographic Information Systems)
These changes should be incorporated into the revised GEOG 315 course outline. Let me know if you have any questions.

	ORIGINAL COURSE IMPLEMENTATION DATE:	January 2009
	REVISED COURSE IMPLEMENTATION DATE:	September 2016
	COURSE TO BE REVIEWED: (six years after UEC approval)	January 2022

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 315	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Soil Process and Function
Course Short Title (if title exceeds 30 characters):

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

Calendar Description:

Soils result from the interface of bedrock and biota regulated by climate. In this course you will learn how soils vary along environmental gradients across the landscape according to physical, chemical, and ecological processes that define key soil horizons. Field trips outside of class time are required. Field trips outside of class time are required.

Prerequisites (or NONE):	One of the following: AGRI 204, AGRI 220, BIO 201, BIO 202, BIO 203, BIO 210, BIO 220, CHEM 213, CHEM 214, CHEM 221, CHEM 241, GEOG 201, GEOG 202, GEOG 211, GEOG 219, GEOG 252, or GEOG 253.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number: **N/A**	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with: **N/A**	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ Yes ☒ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca.**

Total Hours: 75
Typical structure of instructional hours:

		Special Topics
Lecture hours	26	Will the course be offered with different topics?
Seminars/tutorials/workshops	15	☐ Yes ☒ No
Laboratory hours	15	
Field experience hours	9	If yes, different lettered courses may be taken for credit:
Experiential (practicum, internship, etc.)		☐ No ☐ Yes, _____ repeat(s) ☐ Yes, no limit
Online learning activities	10	*Note: The specific topic will be recorded when offered.*
Other contact hours:		**Maximum enrolment (for information only):** 25
Total	**75**	**Expected frequency of course offerings (every semester, annually, every other year, etc.):** Every other year

Department / Program Head or Director: Steven Marsh	**Date approved:**	October 2015
Faculty Council approval	**Date approved:**	October 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	November 20, 2015
Dean/Associate VP: Lucy Lee	**Date approved:**	October 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2015

Learning Outcomes

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

- Show familiarity with soil classification at regional and global scales;
- Assess soil-mediated nutrient cycles and how they support primary productivity and biodiversity;
- Interpret and properly log soil profiles;
- Use relevant data analysis and presentation software;
- Write an advanced laboratory/field report;
- Appreciate the value of soil from different perspectives including indigenous cultures.

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)

Course format will include lectures, discussions, laboratory sessions, field trips, and the use of Blackboard Learn.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Brady, N.C. & Weil, R.	Elements of the Nature and Properties of Soils (3rd Edition)	☒	Prentice Hall	2009
2.	Carter, M.R. & Gregorich, E.G.	Soil sampling and methods of analysis, 2nd edition	☐	Taylor and Francis CRC Press	2007
3.	Montgomery, D.R.	Dirt: The erosion of civilizations.	☐	University of California Press	2007
4.			☐		
5.			☐		

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

Laboratory and field notebook.

Typical Evaluation Methods and Weighting

Final exam:	20%	Assignments:	%	Midterm exam:	20%	Practicum:	%
Quizzes/tests:	%	Lab assignments:	15%	Field experience:	15 %	Shop work:	%
Lab Report:	25%	Other:	5%	Other:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Tentative lecture schedule

Week	Topic
1	Introduction to soil
2	Soil formation
3	Soil classification
4	Physical properties of soil
5	Soil water and the hydrologic cycle
6	Soil air and temperature
7	Soil colloids, acidity, alkalinity, and salinity
8	Ecology of soil
9	Soil organic matter
10	Soil nutrient cycles and soil fertility
11	Practical nutrient management
12	Soil erosion
13	Soil quality and air pollution

Each course offering will include a minimum of eight field or laboratory activities. Examples of such activities include field trips to characterize and describe the diversity of soils around the Fraser Valley and surrounding mountains; use of published soil surveys; and laboratory analysis of the physical, chemical, and biological properties of field-collected samples.

Memo for Course Changes

To: UEC/ Campus Wide Consultation

From: Lee-Anne Jackson, Co-Chair of BSN Task Force Committee; Nancy Goad, BSN Program Coordinator

Date: Nov 2, 2015

Subject: Proposal for revision of NURS 201, NURS 202, NURS 203, NURS 204, NURS 205, NURS 206, discontinuation of NURS 120 and addition of HSC 211

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
- X 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: additional of a course

2. Rationale for change:
    - Revisions are being made to allow for improved levelling of nursing concepts across the 4 year BSN Program and to enhance leadership/communication qualities of students.
    - In an effort to remove redundant time in the clinical setting and to enhance student learning, the nursing faculty have decided that discontinuing NURS 120 and increasing clinical hours in NURS 106, will better support student learning.
    - Sources found in the literature support a more integrated approach to teaching pathophysiology, so it was decided that in we should only offer one pathophysiology course (HSC 211). This will enhance student learning because we will integrate more pathophysiology content in nursing courses. We will discontinue HSC 210 in spring 2016 and HSC 212 in winter 2017.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
    - The BSN curriculum is being reviewed and revised to ensure currency of concepts and improved levelling of the content. A substantive review has not occurred for several years.
    - The learning outcomes reflect the standards of practice for a Registered Nurse (RN) in B.C. The course outlines reflect overall standards of practice inherent in the program outcomes.

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

5. Which program areas have been consulted about the change(s)?
   - BSN Faculty, BSN Curriculum Committee, Faculty Council Curriculum Committee May 12, 2015 and Faculty Council- Health Sciences May 22, 2015.

6. What consideration has been given to indigenizing the curriculum?
   - There is a strong focus in this curriculum related to diversity. Aboriginal health and healing practices are emphasized.

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

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
   a. Credit value
      - NURS 201 has increased from 3 credits to 4 credits to include a greater focus on health and environmental concepts
      - NURS 202 increases in credit from 2 to 3 to include a greater focus on leadership concepts within the nursing program.
      - HSC 211 is a four credit course. This course will replace HSC 210 and HSC 212, so there will be an increase in one credit during this semester.
      - There will be an overall increase in tuition of $442.20.

      - NURS 204 has increased from 3 credits to 4 credits to include a greater focus on health and environmental concepts
      - NURS 205 increases in credit from 2 to 3 to include a greater focus on ethical aspects of nursing practice concepts within the program.
      - There will be an overall increase in tuition of $294.80. Part of this will be offset by the removal of HSC 212 (3 credits) from this semester in winter 2017.
      - The above credit and budget changes will be offset by the discontinuation of NURS 120
         - NURS 120 – the deletion of this course will result in a decrease in 3 program credits and a decrease in tuition of $442.20.

   b. Class size limit: will change from 40-48 to NURS 201, NURS 202 and NURS 203 as these courses will no longer be offered in the summer; the fast track cohort and regular track will remain together for the first two years.
   c. Frequency of offering: All courses will be offered in the fall and winter. NURS 201, NURS 202 and NURS 203 will no longer be offered in the summer. HSC 211 will be offered in the fall and winter.

    d.   Resources required (labs, equipment): No change

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?
- There is a clinical component in NURS 203. It is evident in the time table. No additional funding is required.
- There is a clinical component in NURS 206. It is evident in the timetable. No additional funding is required.

10. Estimate of the typical costs for this course, including textbooks and other materials:
Textbooks are typically $1000 in the first semester of the BSN Program. Texts purchased at the beginning of the program are used throughout the program.

Tuition: NURS 201- $589.60
               NURS 202- $442.20
               NURS 203- $884.40
               HSC 211 - $589.60 + textbook
               NURS 204- $589.60
               NURS 205- $442.20
               NURS 206- $884.40

The UEC Screening Subcommittee has reviewed these courses and has the following comments:

General:

- The credit changes and introduction of HSC 211 appear to result in a net loss to the program of 1 credit; is that correct? Does this result in only 119 credits for the program?
  Our current BSN program is 133 credits. Once all of the program changes have been made the total program credits will be 132.
- Adding courses to prerequisites typically requires notice. This may not be an issue as the program is cohort-based?
  This is not an issue for us, but adding a notice is fine.
- Some learning outcomes may be too general, and should be contextualized. For example, NURS 202 L.O. #2 ("Apply interdisciplinary collaboration skills") and NURS 203 L.O. #6 ("Apply principles of teaching and learning").
  These have been changed on the course outlines.
- Including HSC 211 in place of HSC 210 and 212 will require a program change to the Nursing program.
  The memo has been completed.

NURS 202:

- Prerequisites are being changed more than track changes indicates.
  This has been changed on the course outline.

HSC 211:

- Typo in #8 on the memo indicates that HSC 211 is replacing HSC 210 and 211, rather than HSC 210 and 212.
  This has been changed.
- Learning outcomes seem minimal for a 4-credit course; should anything be added?
  These broad learning objectives will cover the important content that nursing students need to know about pathophysiology. Each class, in the course, will focus on specific body systems and there will be more detailed information threaded throughout the nursing program courses.

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:
September 2016
COURSE TO BE REVIEWED: April, 2022
(six years after UEC approval)
Course outline form version: 09/15/14

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HSC 211	**Number of Credits: 4**

Course Full Title: Pathophysiology

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies; Bachelor of Science in Nursing program

Calendar Description:

The focus of this course is the physiological alterations in health. Students will build on existing knowledge of human anatomy and physiology by exploring pathophysiological processes.

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing program and NURS 104, NURS 105, NURS 106, HSC 113, and HSC 116.
Corequisites (if applicable, or NONE):	NURS 201, NURS 202, and NURS 203.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	Transfer Credit
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	Transfer credit requested (OReg to submit to BCCAT):
Equivalent course(s):	☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca.**

Total Hours: 60

Typical structure of instructional hours:

Lecture hours	45
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	15
Other contact hours:	
Total	**60**

Special Topics

Will the course be offered with different topics?

☐ Yes ☒ No

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

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 48

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

Department / Program Head or Director: Hannah MacDonald		**Date approved:** June 16, 2015	
Faculty Council approval		**Date approved:** September 21, 2015	
Campus-Wide Consultation (CWC)		**Date of posting:**	
Dean/Associate VP: Joanne MacLean		**Date approved:** September 21, 2015	
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	

Learning Outcomes

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

1. Describe alterations in physiology that result in disease.
2. Analyze the relationships between pathophysiological processes and the clinical manifestations of selected illnesses.
3. Examine factors that impact pathophysiological processes.
4. Relate common diagnostic tests to pathophysiological processes.

Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture, small group discussion, and large group discussion

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Porth, C. M.	Essentials of pathophysiology	4th	Philadelphia: Wolters Kluwer Health, Lippincott Williams & Wilkins	2015
.				

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

Typical Evaluation Methods and Weighting

Final exam:	40%	Midterm exam #1:	25%	Midterm exam 2:	25%	Practicum:	
On-line activities:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Case Studies:	%			Other:		Total:	

Details (if necessary):

Typical Course Content and Topics:

1. Alterations in:
   a. Elimination
      - Renal disorders (Nephrolithiasis, Pyelonephritis, Glomuerulonephritis)
      - Bowel disorders (Diverticulitis, Irritable bowel)
      - Hepatobiliary & Pancreatic Disorders (Cholecystitis, Cholelithiasis)
   b. Fluid and electrolytes
      - Fluid imbalances
      - Electrolyte imbalances
   c. Oxygenation (Respiratory)
      - Obstructive Airway Disorders (Bronchitis, Bronchiectasis, Cystic Fibrosis)
      - Respiratory Tract Infections (Tuberculosis)
   d. Perfusion
      - Disorders of Hemostasis

- Hypocoaguability (hemophilia)
- Hypercoaguability (Cerebrovascular Accident)
  - Sickle Cell disease
  - Disorders of Arterial Circulation (Atherosclerosis, Hyperlipidemia, Raynaud's, Aneurism)
  - Disorders of Cardiac Function
    - Coronary Artery disease, Acute Coronary Syndrome
    - Cardiomyopathym, Aneurysm
    - Circulatory shock

e. Infection/thermoregulation
  - Acute & Chronic Inflammation, Fever
  - Virus'/Prions/Bacteria/Fungi/Parasites

f. Immunity
  - Hypersensitivity Disorders (Atopic, Anaphylactic)
  - Immunodeficiency Disorders

g. Mobility (Musculoskeletal)
  - Neuromuscular Disorders (Muscular Dystrophy, Myasthenia Gravis, Parkinson Disease)
  - Bone Cancer
  - Rheumatoid Arthritis

h. Metabolism
  - Thyroid Disorders (Hyper/hypothyroidism)
  - Adrenal Disorders (Cushing syndrome, Addison disease)

i. Reproduction
  - Benign Prostatic Hyperplasia
  - Menstrual Disorders
  - Polycystic Ovarian disease

j. Cellular Regulation
  - Cellular Injury (physical, chemical, biologic, nutritional)
  - Disorders of WBC & Lymphoid Tissue (Neutropenia, Infectious Mononucleosis)
  - Neoplasia (Lymphoma, Multiple Myeloma)
  - Genetic/Congenital Disorders (Neurofibromatosis, Huntington Chorea, Down Syndrome, Turner Syndromes)

k. Tissue integrity
  - Tissue/Wound Repair

l. Acid-base balance
  - Metabolic/Respiratory Acidosis
  - Metabolic/Respiratory Alkalosis

2. Relevant diagnostic tests

	ORIGINAL COURSE IMPLEMENTATION DATE:	
	REVISED COURSE IMPLEMENTATION DATE:	September 2016
	COURSE TO BE REVIEWED: (six years after UEC approval)	April 2022
	Course outline form version: 09/15/14	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: NURS 201	**Number of Credits**: 4 Course credit policy (105)

Course Full Title: Health and Wellness: Acute and Chronic Care I

Course Short Title (if title exceeds 30 characters): Acute and Chronic Care I

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Bachelor of Science in Nursing

Calendar Description:

In this course the concepts of health, environment and person will be explored with a focus on the adult surgical population

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing program and NURS 104, NURS 105, NURS 106, HSC 113, and HSC 116.
Corequisites (if applicable, or NONE):	NURS 202, NURS 203, and HSC 211.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer 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 already exists: ☐ Yes ☒ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes ☒ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60		**Special Topics**

Typical structure of instructional hours:

		Special Topics
Lecture hours	10	Will the course be offered with different topics?
Seminars/tutorials/workshops		☐ Yes ☒ No
Laboratory hours		
Field experience hours		If yes, different lettered courses may be taken for credit:
Experiential (practicum, internship, etc.)		☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Online learning activities	20	
Other contact hours: case based learning, and simulation	30	*Note: The specific topic will be recorded when offered.*
Total	**60**	**Maximum enrolment (for information only):** 48

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

Department / Program Head or Director: Hannah MacDonald	**Date approved:**	April 23, 2015
Faculty Council approval	**Date approved:**	May 22, 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	January 15, 2016
Dean/Associate VP: Joanne MacLean	**Date approved:**	May 22, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Learning Outcomes

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

1. Analyze the interrelationship between the adult surgical population, the environment and health
2. Apply key physiological and psychosocial health concepts to the surgical patient
3. Explore alterations in family processes when individuals are hospitalized.
4. Examine the community's influence on the surgical patient's experience
5. Describe how cultural differences influence the hospitalization experience

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)

Small and large group discussion, lecture, case studies, online instruction

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Deglin, J.H., & Vallerand, A.H.	Davis's drug guide for nurses	12th	Philadelphia: Davis	2011
Elkin, M. K., Perry, A. G. & Potter, P. A	Nursing interventions and clinical skills	5th .	Toronto: Mosby	2011
Porth, C.M.	Essential of pathophysiology	4th	Philadelphia: Lippincott, Williams & Wilkins	2015
Jarvis, C.	A pocket guide to physical examination and health assessment	2nd st Canadian	St. Lewis: Saunders Elsevier	2014
Lewis, S.M., Heitkemper, M.& Derksen, S.R.	Medical-surgical nursing in Canada.	3rd Canadian	Toronto: Elsevier.	2013
Lilley, L. L., Harrington, S., & Snyder, J.S.	Pharmacology and the nursing process in Canada	2nd Canadian	St. Louis, MO: Mosby	2011
Potter, P. A. & Perry, A. G., Stockert, P.A. & Hall, A.M.	Canadian fundamentals of nursing	5th	Toronto: Elsevier	2014
Van Leeuwen, A. M & Poelhuis-Leth, P.J.	Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications	5th	Philadelphia: F. A. Davis	2013
Venes, D.	Taber's cyclopedic medical dictionary	22nd	Philadelphia: F. A. Davis	2013

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

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	25%	Midterm exam:	25%	Practicum:	
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Case Study Participation: %				Other: On-line	10%	Total:	

Details (if necessary):

Typical Course Content and Topics:

1. Health: Culture
    - o care of individuals with specific cultural beliefs and language barriers
    - o Cultural safety in the surgical setting

2. Health: Human Development
    - o adult – disruption of developmental tasks due to hospitalization

3. Health: Oxygenation, perfusion, cognition
    - o pulmonary emboli, atelectasis
    - o Shock
    - o Thrombi
    - o heparin-induced thrombocytopenia
    - o anemia
    - o post –op delirium and sedation

4. Health: Pain/comfort
    - o management of acute pain
    - o Post-op pain
    - o Phantom pain
    - o Effect of pain on sleep and rest

5. Health Mobility, infection, immunity, sensory perception
    - o fractures
    - o post –op immune response
    - o sepsis
    - o Altered sensation due to surgical procedures

6. Health: Elimination, nutrition, tissue integrity, fluid and electrolytes and acid-base
    - o Bowel surgery
    - o paralytic ileus, bowel obstruction
    - o urinary retention
    - o post-op nausea
    - o post-op diet
    - o Wound healing – surgical incisions/ wounds
    - o Respiratory and Metabolic alkalosis and acidosis
    - o Hypovolemia/ hypervolemia, edema

7. Health Sexuality
    - o reassignment surgery

8. Health: Cellular regulation, reproduction, grief/loss, sexuality
    - o prostate, breast and colon cancer
    - o mastectomy, prostatectomy

9. Person: Family
- o   Role changes related to hospitalized family member

10. Person: Community
- o   Continuum of care
- o   Rehabilitation in the community
                Restoration/ rehabilitation postoperatively

11. Environment: Physical, Socio-Economic, Political, Health Care
- o   Physical adaptions of home post-operatively (restorative care)
- o   Private versus public health services
- o   Surgical waitlists
- o   Organizational structures

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE: September 2016

COURSE TO BE REVIEWED: April 2022
(six years after UEC approval)
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: NURS 202	Number of Credits: 3 Course credit policy (105)

Course Full Title: Professional Nursing: Introduction to Leadership

Course Short Title (if title exceeds 30 characters): Prof. Nursing: Intro to Leadership

Faculty: Faculty of Health Sciences	Department (or program if no department): School of Health Studies, Bachelor of Science in Nursing

Calendar Description:
In this course students will examine professional nursing concepts with a focus on nursing leadership. The concepts of advocacy, collaboration, teaching/learning and evidence-informed practice will be further explored.

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing program and NURS 105, NURS 104, NURS 106, HSC 113, and HSC 116.
Corequisites (if applicable, or NONE):	NURS 201, NURS 203, and HSC 211.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	Transfer Credit
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☒ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 45

Typical structure of instructional hours:

		Special Topics
Lecture hours	8	Will the course be offered with different topics?
Seminars/tutorials/workshops		☐ Yes ☒ No
Laboratory hours		
Field experience hours		If yes, different lettered courses may be taken for credit:
Experiential (practicum, internship, etc.)		☐ No ☐ Yes, ____ repeat(s) ☐ Yes, no limit
Online learning activities	15	*Note: The specific topic will be recorded when offered.*
Other contact hours: simulation, application learning	22	**Maximum enrolment (for information only): 48**
Total	45	**Expected frequency of course offerings (every semester, annually, every other year, etc.):** Fall and Winter

Department / Program Head or Director: Hannah MacDonald	Date approved:	April 23, 2015
Faculty Council approval	Date approved:	May 22, 2015
Campus-Wide Consultation (CWC)	Date of posting:	January 15, 2016
Dean/Associate VP: Joanne MacLean	Date approved:	May 22, 2015
Undergraduate Education Committee (UEC) approval	Date of meeting:	January 29, 2016

Learning Outcomes

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

1. Develop clinical judgment skills for decision making relevant to nursing
2. Apply interdisciplinary collaboration skills through simulated experiences
3. Analyze conflict situations in professional nursing practice
4. Examine concepts of leadership for nursing practice
5. Explore legal and ethical aspects of nursing

Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture, group discussion, presentations, application exercises, online instruction

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Arnold, E., & Boggs, K. U.	Interpersonal relationships: Professional communication skills for nurses	6th ed.	W. B. Saunders	2011
Kelly, P., & Crawford, H.	Nursing leadership and Management	2nd ed.	Nelson Education Ltd.	2013
Potter, P. A., & Perry, A. G.	Canadian fundamentals of nursing	5th ed.	Elsevier Canada	2014
		☐		
		☐		
		☐		
		☐		
		☐		

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

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

Typical Evaluation Methods and Weighting

Final exam:	35%	Assignments:	30%	Midterm exam:	25%	Practicum:	
Quizzes/tests:	10%	Lab work:	%	Field experience:	%	Shop work:	%
Presentation:	%	Other:		Other:		Total:	

Details (if necessary):

Typical Course Content and Topics:

1. Critical thinking
   o clinical decision making processes
   o clinical judgment

2. Communication/Collaboration
   o inter/intra-professional team

- o team communication
- o written communication
- o identification of communication barriers
- o conflict analysis

3. Teaching and learning
    - o integration of teaching & learning
    - o discharge planning

4. Ethical Practice
    - o introduction to ethical principles

5. Legal Aspects of Nursing & Advocacy
    - o health information access
    - o Charter of Rights
    - o Informed consent

6. Evidence informed
    - o overview methodologies

7. Leadership
    - o leadership
    - o transformational leadership
    - o change theory
    - o delegation and assigning/ scope of practice
    - o care delivery models
    - o teamwork

8. Safety
    - o introduce concept of quality assurance/improvement

9. Informatics
    - o consumer health informatics
    - o Fraser Health intranet
    - o Electronic resources to support practice

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2004
REVISED COURSE IMPLEMENTATION DATE:	September 2016
COURSE TO BE REVIEWED: (six years after UEC approval)	April 2022
Course outline form version: 09/15/14	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: NURS 203	Number of Credits: 6 Course credit policy (105)

Course Full Title: Nursing Practice

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies, Bachelor of Science in Nursing

Calendar Description:

Through simulation, laboratory and clinical experiences this course will prepare students to manage the nursing care of surgical patients.

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing program and NURS 104, NURS 105, NURS 106, HSC 113, and HSC 116.
Corequisites (if applicable, or NONE):	NURS 201, NURS 202, and HSC 211.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes X No
Cross-listed with:	Transfer credit requested (OReg to submit to BCCAT):
Equivalent course(s):	☐ Yes X No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☒ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 210

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	20
Field experience hours	180
Experiential (practicum, internship, etc.)	
Online learning activities	10
Other contact hours:	
Total	210

Special Topics

Will the course be offered with different topics?

☐ Yes X 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): 48

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

Department / Program Head or Director: Hannah MacDonald	Date approved:	April 23, 2015
Faculty Council approval	Date approved:	May 22, 2015
Campus-Wide Consultation (CWC)	Date of posting:	January 15, 2016
Dean/Associate VP: Joanne MacLean	Date approved:	May 22, 2015
Undergraduate Education Committee (UEC) approval	Date of meeting:	January 29, 2016

Learning Outcomes

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

1. Assess dimensions of an individual(s).
2. Plan nursing care that promotes, preserves and restores well-being.
3. Prioritize nursing interventions.
4. Implement nursing interventions ensuring safety and comfort.
5. Utilize communication strategies to understand the meaning of the experience for the individual
6. Apply principles of teaching and learning for the individual.
7. Collaborate as a member of the health care team.
8. Integrate course concepts utilizing critical thinking skills and appropriate resources.
9. Perform within UFV and agency policies, CRNBC Professional Standards, and Practice Standards.
10. Apply ethical and legal principles.
11. Demonstrate progression in clinical performance.

Prior Learning Assessment and Recognition (PLAR)

X 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, Lab demonstration, skill practice, clinical/community experiences, small group seminar.

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Curren, A. M.	Math for meds	11th ed.	Clifton Park, NY: Thomson Delmar Learning	2015
Deglin, J. H., & Vallerand, A. H.	Davis's drug guide for nurses	12th ed.	Philadelphia: F.A. Davis	2011
Elkin, M. K., Perry, A. G. & Potter, P. A	Nursing interventions and clinical skills	5th .	Toronto: Mosby	2011
Porth, C.M.	Essentials of pathophysiology	4th	Philadelphia: Lippincott, Williams & Wilkins	2015
Jarvis, C.	A pocket companion for physical examination and health assessment	2nd ed.	St. Louis: W. B. Saunders	2014
Lewis, S.L., Heitkemper, M. M., Dirksen, S.R. Bucher, L., & Camera, I. M.	Medical-surgical nursing in Canada.	3rd Canadian	Toronto: Elsevier.	2013
Lilley, L. L., Harrington, S., & Snyder, J.S.	Pharmacology and the nursing process in Canada	2nd Canadian	St. Louis, MO: Mosby	2011
Potter, P. A., & Perry, A. G.	Canadian fundamentals of nursing	5th rd	Toronto: Mosby	2014
Van Leeuwen, A. M., & Poelhuis-Leth, P.J.	Davis's comprehensive handbook of laboratory and diagnostic tests with implications	5th	Philadelphia: F. A. Davis	2013
Venes, D. (Ed.)	Taber's cyclopedic medical dictionary	22nd	Philadelphia: F. A. Davis	2013

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

Nursing uniforms and footwear

Typical Evaluation Methods and Weighting

Final exam:	40%	Assignments:	20%	Midterm exam:	40%	Practicum: Self-reflection; Pass/Fail Evaluation	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
:		Other:		Other:		Total:	

Details (if necessary): Students must achieve 60% in the academic evaluations and satisfactory clinical performance to achieve credit in the course.

   Clinical indicators, Clinical assignments, and skill performance

Typical Course Content and Topics:

1. Laboratory
    - o   Health assessment
    - o   Pre/post-op
    - o   Neurovascular assessment
    - o   Surgical asepsis
    - o   SC injections
    - o   Basic Wound care, drains, sutures
    - o   IV therapy
    - o   Intermittent Infusion devices
    - o   Catheter insertion/Bladder irrigation, sterile specimen
    - o   Epidural/PCA
    - o   IV minibags
    - o   Breast Self Exam/Testicular Self Exam

2. Clinical

Clinical experiences include surgical nursing units in hospital settings as well as observational experiences in OR, PACU, Surgical Day Care and Ambulatory Daycare. May also include rehabilitation/ restoration services in the community.

The clinical includes 12 weeks (180hrs) in a surgical setting.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2004
REVISED COURSE IMPLEMENTATION DATE:	January 2017
COURSE TO BE REVIEWED: (six years after UEC approval)	April 2022

UNIVERSITY OF THE FRASER VALLEY

<mark>Course outline form version: 09/15/14</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: NURS 204	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Health and Wellness: Acute and Chronic Care II

Course Short Title (if title exceeds 30 characters): Acute and Chronic Care II

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies; Bachelor of Science in Nursing

Calendar Description:

In this course the concepts of health, environment and person will be explored in relation to individuals experiencing medical and/or mental health illnesses.

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing program and NURS 201, NURS 202, NURS 203, and HSC 211.
Corequisites (if applicable, or NONE):	NURS 205 and NURS 206.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ Yes ☒ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60		**Special Topics**
Typical structure of instructional hours:		Will the course be offered with different topics?

Lecture hours	10	☐ Yes ☒ No
Seminars/tutorials/workshops		
Laboratory hours		If yes, different lettered courses may be taken for credit:
Field experience hours		☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Experiential (practicum, internship, etc.)		
Online learning activities	20	*Note: The specific topic will be recorded when offered.*
Other contact hours: concept based learning activities	30	**Maximum enrolment (for information only): 48**
Total	60	**Expected frequency of course offerings (every semester, annually, every other year, etc.):** Fall and Winter

Department / Program Head or Director: Hannah MacDonald	**Date approved:**	April 23, 2015
Faculty Council approval	**Date approved:**	May 22, 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	January 15, 2016
Dean/Associate VP: Joanne MacLean	**Date approved:**	May 22, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Learning Outcomes

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

1. Analyze the interrelationship between the individual experiencing medical and/or mental health illnesses and the concepts of environment and health.
2. Apply key physiological and psychosocial concepts to the patient with medical and/or mental health illnesses
3. Explore alterations in family processes when individuals have medical and/or mental health illnesses
4. Examine the community's influence on the individual and family when living with chronic medical and mental health illnesses
5. Explore the effects of chronicity on an individual's health/illness experience

Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture, small group work, large group discussions, online instruction

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Deglin, J. H., & Vallerand, A. H.	Davis's drug guide for nurses	12th	Philadelphia: Davis	2011
Elkin, M. K., Perry, A. G. & Potter, P. A.	Nursing interventions and clinical skills	5th	Toronto: Mosby	2011
Fortinash, K.M., & Holoday-Worret, P.A.	Psychiatric mental health nursing	5th	St. Louis: Mosby Elsevier	2012
Jarvis, C.	A pocket guide to physical examination and health assessment	2nd	Toronto: Saunders Elsevier	2014
Lewis, S. L., Heitkemper, M. M. , & Dirksen, S. R.	Medical-surgical nursing in Canada	3rd Canadian	Toronto: Elsevier	2013
Lilly, L. L., Harrington, S., & Snyder, J. S.	Pharmacology in the nursing process in Canada	2nd Canadian	St. Louis, MO: Mosby	2011
Porth, C.	Essentials of pathophysiology	4th	Philadelphia: J. B. Lippincott	2015
Potter, P. A., & Perry, A. G.	Canadian fundamentals of nursing	5th.	Toronto: Mosby	2014
Van Leeuwen, A. M., & Poelhuis-Leth	Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications	5th	Philadelphia: F. A. Davis	2013

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

Typical Evaluation Methods and Weighting

Final exam:	35%	Assignments:	25%	Midterm exam:	25%	Practicum:	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Case study participation:	15%	Paper:		Other:		Total:	

Details (if necessary):

Typical Course Content and Topics:

1. Health**:** Spirituality
   - Spirituality as a coping mechanism
   - Spiritual questions
2. Health: Human Development
   - Adult (young, middle, older)
   - Effects of chronic illness and mental health on meeting developmental tasks
3. Health: Cognition, Mood, violence, and stress/coping
   - Psychosis (schizophrenia, substance induced psychotic disorders)
   - Major Depressive disorder
   - Bipolar I and II
   - Anxiety disorders (generalized anxiety disorder)
   - Panic disorders
   - OCD
   - Personality disorders
   - Suicide
   - Intimate partner abuse
   - Nurse safety
   - Code white
   - Adjustment disorders (PTSD and stress reaction)
   - Addictions
   - Health: Elimination Inflammatory bowel
   - GI bleed
4. Health: Oxygenation, cellular regulation, and infection
   - COPD
   - Lung cancer
   - Pneumonia
5. Health Perfusion and acid base
   - Acute stroke
   - Heart failure
   - Angina
   - ACS – NSTEMI, unstable angina
   - Diuretic therapy
6. Health Mobility, sexuality and grief/loss
   - MS
   - Osteoarthritis
   - Living with chronic illness
   - Chronicity – lifestyle changes, loss of function, effects on sexuality
7. Health: Metabolism, tissue integrity, sensory perception, nutrition
   - Diabetes type 2
   - Diabetic foot ulcer
   - Diabetic neuropathy
   - Thyroid disease
   - Obesity/bariatrics
8. Health: Pain/ comfort
   - Chronic pain
   - Effects of chronic pain and mental illness on sleep and rest patterns
9. Person**:** Individual. Family, Community, Population
   - Chronicity changes in self-image
   - Informal caregiver
   - Families with individuals living with mental and medical chronic illness
   - Community resources for chronic illness (Ex. Support groups for chronic illness and mental health)
   - Mental health community supports
   - Population assessment related to specific chronic illness
10. Environment: Physical, Socio-economic, Political, Health Care
    - Healthy workplace,
    - Physical safety (nurse, client)
    - Safe housing
    - Poverty
    - Political influences on health care trends (ex. de-institutionalization)
    - Financial structures

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE: January 2017

COURSE TO BE REVIEWED: April 2022
(six years after UEC approval)
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: NURS 205	**Number of Credits**: 3 Course credit policy (105)

Course Full Title: Professional Nursing: Ethical Aspects

Course Short Title (if title exceeds 30 characters): Prof. Nursing: Ethical Aspects

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies; Bachelor of Science in Nursing

Calendar Description:
In this course students will examine professional nursing concepts with a focus on ethical practice. Leadership, communication and legal concepts will be further explored.

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing program and NURS 201, NURS 202, NURS 203 and HSC 211.
Corequisites (if applicable, or NONE):	NURS 204 and NURS 206.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca.**

Total Hours: 45	**Special Topics**
Typical structure of instructional hours:	Will the course be offered with different topics?

		☐ Yes ☒ No
Lecture hours	8	If yes, different lettered courses may be taken for credit:
Seminars/tutorials/workshops	22	☐ No ☐ Yes, _____ repeat(s) ☐ Yes, no limit
Laboratory hours		*Note: The specific topic will be recorded when offered.*
Field experience hours		
Experiential (practicum, internship, etc.)		
Online learning activities	15	**Maximum enrolment (for information only): 48**
Other contact hours:		**Expected frequency of course offerings (every semester, annually, every other year, etc.):**
Total	**45**	Fall and Winter Semester

Department / Program Head or Director: Hannah MacDonald	**Date approved:**	April 23, 2015
Faculty Council approval	**Date approved:**	May 22, 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	January 15, 2016
Dean/Associate VP: Joanne MacLean	**Date approved:**	May 22, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Learning Outcomes

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

1. Discuss leadership skills which support positive workplace environments
2. Examine foundational ethical theories as they relate to nursing practice.
3. Apply ethical decision making models to selected issues in nursing.
4. Examine health care legislation as it relates to nursing practice situations.
5. Explore how ethical and legal aspects influence nursing decisions.
6. Apply advanced communication skills through simulated experiences

Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture, small group discussion, large group discussion, case studies, online instruction

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Arnold, E., & Boggs, K. U.	Interpersonal relationships: Professional communication skills for nurses	6th	W. B. Saunders	2011
Oberle, K. & Bouchal, S. R.	Ethics in Canadian nursing practice: Navigating the journey		Pearson Education Canada	2009
Potter, P. A., & Perry, A. G.	Canadian fundamentals of nursing	5th Canadian	Toronto: Mosby	2014
.				

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

Typical Evaluation Methods and Weighting

Final exam:	35%	Assignments:	40%	Midterm exam:	25%	Practicum:	
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:		Other:		Other:		Total:	100%

Details (if necessary):

Typical Course Content and Topics:

1. Advocacy
   - Empowerment
   - stigma
   - human rights

2. Critical thinking
   - Interpreting diagnostics
   - Inference and early detection

3. Communication and Collaboration
   - crisis intervention
   - motivational interviewing

- negotiation skills
- empathy skills

4. Teaching and learning
   - family/individual teaching

5. Ethical Practice
   - disclosure
   - nurses as moral agents
   - allocation of resources
   - duty to report
   - decision making frameworks
   - ethics committees
   - relational ethics
   - ethical theories

6. Legal
   - Canadian legal system
   - Health Professions Act
   - mental health act
   - substitute decision maker
   - encumbered versus unencumbered

7. Leadership
   - workplace culture in acute settings
   - horizontal violence
   - conflict management
   - fostering positive workplace
   - power imbalances
   - gender equity

8. Professionalism
   - professional integration
   - resumes
   - preparing for interviews

9. Safety
   - best practices vs clinical shortcuts
   - elopement

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2004	
REVISED COURSE IMPLEMENTATION DATE:	January 2017	
COURSE TO BE REVIEWED: (six years after UEC approval)	April 2022	
<mark>**Course outline form version: 09/15/14**</mark>		

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: NURS 206	**Number of Credits:** 6 Course credit policy (105)	

Course Full Title: Nursing Practice

Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies; Bachelor of Science in Nursing

Calendar Description:

Nursing practice will include simulation, laboratory and clinical experiences. Students will manage the nursing care of patients in medical and mental health settings.

Prerequisites (or NONE):	Admission to the Bachelor of Science in Nursing program and NURS 201, NURS 202, NURS 203 and HSC 211.
Corequisites (if applicable, or NONE):	NURS 204 and NURS 205.
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes X No
Cross-listed with:	Transfer credit requested (OReg to submit to BCCAT):
Equivalent course(s):	☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☒ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 218

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	28
Field experience hours	190
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**218**

Special Topics

Will the course be offered with different topics?

☐ Yes   X 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): 48

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

Department / Program Head or Director: Hannah MacDonald	**Date approved:** April 23, 2015
Faculty Council approval	**Date approved:** May 22, 2015
Campus-Wide Consultation (CWC)	**Date of posting:** January 15, 2016
Dean/Associate VP: Joanne MacLean	**Date approved:** May 22, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:** January 29, 2016

Learning Outcomes

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

1. Assess dimensions of individual(s).
2. Plan nursing care that promotes, preserves and restores well-being.
3. Prioritize nursing interventions ensuring safety and comfort.
4. Utilize communication strategies to understand the meaning of the experience for the individual and family.
5. Apply principles of teaching and learning for the individual and family.
6. Collaborate as a member of the health care team.
7. Utilizes clinical reasoning skills to formulate clinical judgments.
8. Perform within UFV and agency policies, CRNBC Professional Standards, and Practice Standards.
9. Apply ethical theories and legislation to actual and potential clinical situations..
10. Demonstrates progression in clinical performance.

Prior Learning Assessment and Recognition (PLAR)☒Yes ☐ No, PLAR cannot be awarded for this course because

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

Lecture, lab demonstration, skill practice, clinical/community experiences, small group seminar.

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Curren, A. M.	Math for meds	11th	Clifton Park, NY: Thomson Delmar Learning	2015
Deglin, J. H., & Vallerand, A. H.	Davis's drug guide for nurses	12th	Philadelphia: F. A. Davis	2011
Elkin, M. K., Perry, A. G. & Potter, P. A	Nursing interventions and clinical skills	5th	Toronto: Mosby	2011
Fortinash, K.M., & Holoday-Worret, P.A.	Psychiatric mental health nursing	5th	St. Louis: Mosby Elsevier	2012
Hannon, R., Pooler, C. & Porth, C.M.	Pathophysiology: Concepts of altered health states	1st Canadian	Philadelphia: Lippincott, Williams & Wilkins	2011
Jarvis, C.	A pocket companion for physical examination and health assessment	2nd	St. Louis: W. B. Saunders	2014
Lewis, S.L., Heitkemper, M. M, & Dirkeson, S.R.	Medical-surgical nursing in Canada.	3rd Canadian	Toronto: Elsevier.	2013
Lilley, L. L., Harrington, S., & Snyder, J.S.	Pharmacology and the nursing process in Canada	2nd Canadian	St. Louis, MO: Mosby	2011
Potter, P. A., & Perry, A. G.	Canadian fundamentals of nursing	5th	Toronto: Mosby	2014
Van Leeuwen, A. M., & Poelhuis-Leth, P.J.	Davis's comprehensive handbook of laboratory and diagnostic tests with implications	5th	Philadelphia: F. A. Davis	2013
Venes, D.	Taber's cyclopedic medical dictionary	22nd	Philadelphia: F. A. Davis	2013

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

Nursing uniforms and footwear

Typical Evaluation Methods and Weighting

Final exam: 40%	Assignments: 20%	Midterm exam: 40%	Practicum: Self-reflection; Pass/Fail Evaluation
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Other:	Other:	Other:	Total:

Details (if necessary): Students must achieve 60% in the academic evaluations and satisfactory clinical performance to achieve credit in the course.
Clinical indicators, Skill performance, Clinical assignments,

Typical Course Content and Topics:

1. Laboratory
   - Mental health assessment
   - Injections: IM
   - Communication in Mental Health:
   - Hearing Voices SimulationIV medications: Direct
   - Glucometer
   - Blood administration
   - Nasogastric, gastrostomy and J-tubes management
   - Enteral Feeding
   - Enteric medication administration
   - Wound Care: Irrigation & Packing
   - Neurological assessment

2. Clinical
   Clinical experiences include acute medical and psychiatric units in hospital settings as well as a variety of community placements.
   Clinical includes 12 weeks (180hrs).

Memo for Course Changes

To:

From: Katie Baird/Nancy Goad

Date: November 23, 2015

Subject: Proposal for revision of HCA 130

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

2. Rationale for change:

   The HCA Program has a provincial curriculum. The Ministry of Advanced Education lays out the courses, course descriptions, learning outcomes and the content to be covered. All HCA programs in the province are required to follow this curriculum. The curriculum has been recently revised; there is content both added and deleted and as a result there have been changes in some of the course outlines.

   This particular course has a change in the course description. The title has been changed to better align it with the names of other practice courses in Health Studies. The hours have been reduced hence a decrease of a half credit. The hours and credits are now more congruent across the three clinical courses in the HCA program (HCA 130, 131, 132). The half credit removed from this course has been added to HCA 131 resulting in no net change to the total number of credits in the program.

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

   N/A

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

   N/A

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

HCA faculty

Faculty Council Curriculum committee

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

   This course is focused on the care of clients in a residential care setting. There is significant diversity in the clients being cared for by students.

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

   It is a clinical course that student must complete in order to satisfy the requirements for registry with the BC Health Care Registry.

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)

   No impact in any of these areas

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

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

    $4354.71 for tuition and approximately $250 for uniforms and shoes.

CWC Comments:

- Memo should indicate that credits are being changed.   Done
- Is the change to credit value necessary?   The decrease in credits in this course reflects the decrease in hours in the course. We looked at all the 3 clinical courses together (HCA 130, 131, 132) in terms of credits and by taking half a credit from this course and adding it to HCA 132: the credits and hours are much better aligned. There is no overall change in credits in the program.
- Course short title is needed. It has been added
- Total hours section still indicates 156 total hours, although the break-down has been changed to 135. The change has been made to reflect 135 hours in both areas.
- The "typical course content" section is blank. Something should be included here.   Done

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED:
(six years after UEC approval)
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 130	**Number of Credits:** 3.5

Course Full Title: Complex Care Practice

Course Short Title (if title exceeds 30 characters): Complex Care

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies; Health Care Assistant

Calendar Description:

This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a Residential care facility.

Prerequisites (or NONE):	HCA 120.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ Yes ☒ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 135

Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	135
Online learning activities	
Other contact hours:	
Total	**135**

Special Topics

Will the course be offered with different topics?

☐ Yes ☐ No

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

☐ No ☐ Yes,   repeat(s) ☐ Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 25

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

Department / Program Head or Director: Hannah MacDonald	**Date approved:** November 3, 2015
Faculty Council approval	**Date approved:** November 20, 2015
Campus-Wide Consultation (CWC)	**Date of posting:** January 15, 2016
Dean/Associate VP: Joanne MacLean	**Date approved:** November 20, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:** January 29, 2016

Learning Outcomes

Upon successful completion of this course the student will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual resident or client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families.
3. Provide care and assistance for residents experiencing complex health challenges.
4. Provide care and assistance for residents experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with residents and families.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the caregiver role in a reflective, responsible, accountable and professional manner.

Prior Learning Assessment and Recognition (PLAR)

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

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

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Sorrentino, S. A.	Mosby's Canadian textbook for the support worker	3rd Cana. ed.	Elsevier Mosby	2013
		☐		
		☐		
		☐		

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

Typical Evaluation Methods and Weighting

Final exam: %	Assignments: %	Midterm exam: %	Practicum: Pass/Fail
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Other: Clinical Progress Journal	Other: Personal Care Skills Checklist	Other: Instructor/Student Mid-Term and Final Evaluation	

Details (if necessary):

This course is graded "credit" or "no credit". All components of the evaluation profile must be successfully completed in order to receive a "credit" grade.

Typical Course Content and Topics:

- Provide person-centered care and assistance for 4-6 residents in a complex care setting.
- Provide care and assistance for residents experiencing complex health challenges.
- Interact and communicate effectively with other members of the healthcare team.
- Provide personal care and assistance to clients in complex care in a safe, competent and organized manner.

Memo for Course Changes

To:

From: Katie Baird/Nancy Goad

Date: November 23, 2015

Subject: Proposal for revision of HCA 131

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

2. Rationale for change:

    The HCA Program has a provincial curriculum. The Ministry of Advanced Education lays out the courses, course descriptions, learning outcomes and the content to be covered. All HCA programs in the province are required to follow this curriculum. The curriculum has been recently revised; there is content both added and deleted and as a result there have been changes in some of the course outlines.

    This particular course has minor changes in the course description. The title has been changed to better align it with the names of other practice courses in Health Studies. A prerequisite has been added to ensure that student have successfully completed the psychomotor lab skills course prior to being able to take this course.

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

    N/A

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

    N/A

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

N/A

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

   HCA faculty

   Faculty Council Curriculum committee

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

   This course is focused on the care of clients in a residential care setting. . The experience includes caring for clients with cognitive challenges. There is significant diversity in the client populations being cared for.

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

   It is a clinical course that student must complete in order to satisfy the requirements for registry with the BC Health Care Registry.

9. 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)

   No impact in any of these areas

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

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

    Tuition - $248.98

CWC Comments:

- Course short title is needed. Done
- Increase in prerequisites will require notice. This is not an issue for us.
- The "typical course content" section is blank. Something should be included here.   Done

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED:
(six years after UEC approval)
<mark>Course outline form version: 09/15/14</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 131	**Number of Credits**: 2

Course Full Title: Specialized Dementia Care Practice

Course Short Title (if title exceeds 30 characters): Specialized Dementia Care

Faculty: Faculty of Health Sciences	**Department (or program if no department):** School of Health Studies; Health Care Assistant program

Calendar Description:
This supervised practice experience provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals experiencing cognitive challenges. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a residential care facility.

Prerequisites (or NONE):	HCA 120 and 130.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☑ No
Cross-listed with:	Transfer credit requested (OReg to submit to BCCAT):
Equivalent course(s):	☐ Yes ☑ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours:			**Special Topics**
Typical structure of instructional hours: 90			Will the course be offered with different topics?
Lecture hours			☐ Yes ☐ No
Seminars/tutorials/workshops			
Laboratory hours			If yes, different lettered courses may be taken for credit:
Field experience hours		90	☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Experiential (practicum, internship, etc.)			*Note: The specific topic will be recorded when offered.*
Online learning activities			
Other contact hours:			**Maximum enrolment (for information only):** 25
	Total	**90**	**Expected frequency of course offerings (every semester, annually, every other year, etc.):** Twice yearly

Department / Program Head or Director: Hannah MacDonald	**Date approved:** November 3, 2015
Faculty Council approval	**Date approved:** November 20, 2015
Campus-Wide Consultation (CWC)	**Date of posting:** January 15, 2016
Dean/Associate VP: Joanne MacLean, Dean	**Date approved:** November 20, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:** January 29, 2016

Learning Outcomes

Upon successful completion of this course the student will be able to:
1. Provide person-centered care and assistance that recognizes and respects the uniqueness of each individual resident or client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families.
3. Provide care and assistance for residents experiencing complex health challenges.
4. Provide care and assistance for residents experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with residents and families.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the care-giver role in a reflective, responsible, accountable and professional manner.

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)

Clinical placement (under the direct supervision of a program instructor) in a complex care facility with a specialized dementia care unit.

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Sorrentino, S. A.	Mosby's Canadian textbook for the support worker	3rd Can. ed.	Elsevier	2013
		☐		
		☐		
		☐		

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

Typical Evaluation Methods and Weighting

Final exam: %	Assignments: %	Midterm exam: %	Practicum: Pass/Fail
Quizzes/tests: %	Lab work: %	Field experience: %	Shop work: %
Other: Presentation	Other: Personal care skills checklist	Other: Instructor/student midterm & final evaluation	

Details (if necessary):

This course is graded "credit" or "no credit". All components of the evaluation profile must be successfully completed in order to receive a "credit" grade.

Typical Course Content and Topics:
- Provide care and assistance for up to 4 residents experiencing cognitive and health challenges associated with dementia.
- Interact and communicate effectively with residents experiencing cognitive and health challenges associated with dementia.
- Provide personal care and assistance to residents with dementia in a safe, competent and organized manner.

Memo for Course Changes

To:

From: Katie Baird/Nancy Goad

Date: November 23, 2015

Subject: Proposal for revision of HCA 132

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

2. Rationale for change:

   The HCA Program has a provincial curriculum. The Ministry of Advanced Education lays out the courses, course descriptions, learning outcomes and the content to be covered. All HCA programs in the province are required to follow this curriculum. The curriculum has been recently revised; there is content both added and deleted and as a result there have been changes in some of the course outlines.

   This particular course has a change in the course description. Half a credit has been added to be more congruent with the other clinical courses in the HCA program (HCA 130, 131, 132). The half credit added to this course has come from the reduction of a half credit in HCA 131 resulting in no net change to the total number of credits in the program.

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

   N/A

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

   N/A

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

   HCA faculty

Faculty Council Curriculum committee

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

    This course is focused on caring for clients in the community. Clients cared for are very diverse.

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

    It is the final clinical course that students must complete in order to satisfy the requirements for registration with the BC Health Care Registry. It is structured in a preceptorship format.

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)

        No impact in any of these areas

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

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

    Tuition - $186.74

CWC Comments

- Suggest replacing "and/or" in the course title with "and", or change title to "Home Care Assistant Preceptorship". Course title has been changed.
- The "typical course content" section is blank. Something should be included here. Done

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HCA 132	Number of Credits: 1.5

Course Full Title: Community Setting Preceptorship

Course Short Title (if title exceeds 30 characters): Preceptorship

Faculty: Faculty of Health Sciences	Department (or program if no department): School of Health Studies; Health Care Assistant

Calendar Description:

This practice course provides students with an opportunity to apply knowledge and skills from all other courses in the program with individuals and families in a community setting. Opportunity will be provided for students to become more familiar with the role of the Health Care Assistant within a Home Support Agency, Assisted Living Facility and/or Group Home and gain abilities that will prepare graduates for employment in these settings. It is important that students understand the philosophy of community settings and its emphasis on client choice and independence.

Prerequisites (or NONE):	HCA 110, 111, 112, 120, 113, 114, 115, 130, and 131.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	Transfer Credit
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	Transfer credit requested (OReg to submit to BCCAT):
Equivalent course(s):	☐ Yes ☒ No (if yes, fill in transfer credit form)
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.	Resubmit revised outline for articulation: ☐ Yes ☐ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60

Typical structure of instructional hours:

			Special Topics
Lecture hours			Will the course be offered with different topics?
Seminars/tutorials/workshops			☐ Yes ☐ No
Laboratory hours			
Field experience hours			If yes, different lettered courses may be taken for credit:
Experiential (practicum, internship, etc.)		60	☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Online learning activities			*Note: The specific topic will be recorded when offered.*
Other contact hours:			**Maximum enrolment (for information only): 25**
	Total	60	**Expected frequency of course offerings** (every semester, annually, every other year, etc.): **Twice/year**

Department / Program Head or Director: Hannah MacDonald	Date approved: November 3, 2015
Faculty Council approval	Date approved: November 20, 2015
Campus-Wide Consultation (CWC)	Date of posting: January 15, 2016
Dean/Associate VP: Diane Reed	Date approved: November 20, 2015
Undergraduate Education Committee (UEC) approval	Date of meeting: January 29, 2016

Learning Outcomes

Upon successful completion of this course the student will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual resident or client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
5. Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately and in sensitive ways with clients and families.
7. Provide personal care and assistance in a safe, competent and organized manner.
8. Recognize and respond to own self-development, learning and health enhancement needs.
9. Perform the caregiver role in a reflective, responsible, accountable and professional manner.

Prior Learning Assessment and Recognition (PLAR)

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

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

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

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

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

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
Sorrentino, S. A.	Mosby's Canadian textbook for the support worker	3rd Cana. Ed.	Elsevier Mosby	2013
		☐		
		☐		
		☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	Pass/Fail
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other: Clinical Log		Other: Personal Care Skills Checklist		Other: Student Self-Evaluation		Other: Preceptor Final Evaluation Checklist	

Details (if necessary):

This course is graded "credit" or "no credit". All components of the evaluation profile must be successfully completed in order to receive a "credit" grade.

Typical Course Content and Topics:

*   Provide care and assistance to clients in a community setting under the guidance of a preceptor.
*   Interact and communicate effectively with both clients, families and a preceptor in a community setting.
*   Provide personal care and assistance to clients in the community in a safe, competent and organized manner.

MEMO

UNIVERSITY
OF THE FRASER VALLEY

To: UEC Screening Committee, John English, Dean of Faculty of Applied & Technical Studies

From: Rodney Smith, Associate Professor of Plumbing & Piping

Date: November 6, 2015

Re: PLMB 117:   Hydronic System Design

1. Rational for addition:
This course is required to teach a new technology: hydronic heating. It is intended for the plumbing and piping trade. It will be offered as resources are available and/or on a cost recovery basis.

2. How this new course fits into program(s):
A Plumbing Foundation graduate can take this course and challenge the ITA Level II exam.

3. Explain how the course learning outcomes align with the outcomes of the program(s):
- Demonstrate information competency
- Analyze critically and imaginatively
- Use knowledge and skills proficiently
- Initiate inquiries and develop solutions to problems
- Communicate effectively
- Pursue self-motivated and self-reflective learning
- Engage in collaborative leadership
- Engage in respectful and professional practices
- Contribute regionally and globally

PLMB 117 addresses the nine institutional learning outcomes in variety of ways. It provides students with the opportunity to develop these attributes by showing their skills learned in theory and group practical(s), personal practical(s) and showing system designing and sizing.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
No.

5. Which program areas have been consulted about the course?
Not applicable.

6. If a new discipline designation is required, explain why:
Not applicable.

1

7. What consideration has been given to indigenizing the curriculum?
Students leaving the course will come away with an understanding of inter-cultural communication and specifically an appreciation for First Nation land bases and homes located there. The location of the Stó:lō people to the Trades contributes significantly to the Indigenizing of their Academy initiative.

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

9. Explain how each of the following will affect the budget for your area or any other area:
      a. Credit value: 1 credit will be given
      b. Class size limit: 22 (or more if schedule permits)
      c. Frequency of offering: yearly (or more when schedule permits)
      d. Resources required (labs, equipment): classroom only

10. Are field trips required for this course? How are the trips funded?
No, PLMB 117 will not require field trips.

11. Estimate of the typical costs for this course, including textbooks and other materials:
Textbook Manual: $180.00
Registration (TECA): $75.00 (only on successful completion)

2

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE: September 2016

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: PLMB 117	**Number of Credits:** 1 Course credit policy (105)

Course Full Title: Hydronic System Design
Course Short Title (if title exceeds 30 characters):

Faculty: Faculty of Applied and Technical Studies	**Department (or program if no department):** Plumbing and Piping

Calendar Description:

This course provides the training to correctly design residential hot-water heating systems in accordance with established guidelines.

Prerequisites (or NONE):	PLMB 112 or instructor's permission.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)	**Transfer 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 already exists: ☐ Yes ☒ No Transfer credit requested (OReg to submit to BCCAT): ☐ Yes ☒ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☐ Yes ☒ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 25 **Typical structure of instructional hours:**	**Special Topics**

		Will the course be offered with different topics?
Lecture hours		☐ Yes ☒ No
Seminars/tutorials/workshops	23	
Laboratory hours	2	If yes, different lettered courses may be taken for credit:
Field experience hours		☒ No ☐ Yes, repeat(s) ☐ Yes, no limit
Experiential (practicum, internship, etc.)		
Online learning activities		*Note: The specific topic will be recorded when offered.*
Other contact hours:		**Maximum enrolment (for information only):** 22
Total	**25**	**Expected frequency of course offerings** (every semester, annually, every other year, etc.): ANNUALLY

Department / Program Head or Director: Rolf Arnold	**Date approved:**	September 10, 2015
Faculty Council approval: John English	**Date approved:**	September 10, 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	January 15, 2016
Dean/Associate VP: John English	**Date approved:**	September 10, 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

PLBM 117	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:

- Design hydronic systems used in the residential construction.
- Size and select circulation pumps, expansion tanks and boilers.
- Describe system components used in hydronics.

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)

Presentations, individual practical, examinations.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Thermal Environmental Comfort Association (TECA)	Hydronic System Design Manual	☒	TECA	2014
2.					
3.					
4.					
5.					

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

Pencil, eraser, calculator.

Typical Evaluation Methods and Weighting

Final exam:	50%	Assignments:	20%				
Quizzes/tests:	20%	Lab work:	10%				
						Total:	100%

Details (if necessary):

Typical Course Content and Topics

Lesson 1:   Describe how heat is lost from a building

Lesson 2:   Complete a room by room heat loss calculation using the TECA manual
Complete the data sheet included in the TECA manual for a heat loss exercise

Lesson 3:   Estimate (whole house) methods: a) baseboard; b) radiant; c) radiant with domestic hot water

Lesson 4:   Describe heat loss terms and processes
Design a radiant floor panel system

Lesson 5:   Describe radiant floor plan design

Lesson 6:   Select and size an appropriate circulator for a hydronic system

Lesson 7:   Select and size an appropriate expansion tank for a hydronic system

Lesson 8:   Describe the basic principles of electricity and safety issues
Analyze circuits, describe components and identify electrical symbols

Lesson 9:   Describe ladder diagrams
Identify and explain the purpose of select systems components

Lesson 10:   Describe various heat resources (boilers, heat pumps, solar)
Describe hydronic piping strategies
Describe how to commission and balance a system
Explain boiler load sizing
Discuss combo systems

UEC Screening Subcommittee comments and responses Re: PLMB 117
(Excerpts regarding prerequisites and evaluation)

From: Amanda Grimson
Sent: January-12-16 2:16 PM
Subject: PLMB 117 - new course

Please reply-all with CWC comments on the attached.

The UEC Screening Subcommittee has reviewed this course and has the following comments:

...
- Is the prerequisite of PLMB 112 necessary?
- This seems like a lot of evaluation (assignments, lab work, quizzes, and final exam) for 25 hours. Is this correct?

...

From: Rodney Smith
Sent: January-12-16 2:48 PM

...

YES IT IS PART OF THE PROGRAM BUT ALSO HAS PERMISSION BY INSTRUCTOR NOTED
Is the prerequisite of PLMB 112 necessary?

IT IS HOW ALL CURRENT COURSES OF THE PROGRAM ARE EVALUATED AND SEEMS TO BENEFIT THE FINAL
MARKS FOR STUDENTS
This seems like a lot of evaluation (assignments, lab work, quizzes, and final exam) for 25 hours. Is this correct?
...

From: Amanda Grimson
Sent: January-12-16 4:32 PM

...
I believe the reason PLMB 112 was questioned was because it was our impression that this course might be offered as a stand-alone course separate from the program. (The memo indicates that a Pluming Foundation graduate could take the course, rather than it being included as part of the program.)
...

From: Rod McLeod
Sent: January-13-16 9:59 AM

...
The pre-requisite of PLMB 112. Pre-requisites are designed to be the minimum standard for students to be successful in the particular course. The course before the committee is about "correctly designing the residential heating system in accordance with established guidelines". The outcomes and course content are almost all Describe, select, explain. There is very little emphasis on install, and very little time in the lab. Given this can you explain how the PLMB 112 is needed to pass this course. The documentation appears to be a course about designing, not installing. the course appears to be applicable to project managers, developers, not strictly installers. Also having it as a UFV PLMB 112 only is restrictive. if needed to have the tool knowledge could it be

any pre-apprenticeship plumbing class? level 1-4 plumbing? plumbing experience. Having it go to the instructor is a large amount of work.

...
The question about amount of evaluation: the answer mentions the plumbing program, but this course stands alone and the information is not part of the course before the committee. Given the short 25 hours of the course, how much of that time will be spent on evaluation? and what is the remaining time spent on the course material.

Some of the assignments may be at home, the activities may be in class observations. Given what is typically brought before the amount of evaluation seemed high. If you could add an explanation it would help.

Overall Rod the questions are asked for more information, because it raised questions. There are often specific reasons why things are done in a particular manner, it is the explanation that is important, and the committee tries not to presume.
...

From: Rodney Smith
Sent: January-13-16 10:54 AM

...
The pre-requisite PLMB 112 is stated so if and when PLMB 117 gets implemented into the Plumbing & Piping Program it would allow students with no experience after completing PLMB 112 to take this new course where as skilled trades people could take the new course with credentials or past skills shown or explained to the instructor teaching the course.

As this course is given a new title as PLMB 117….anyone can take the course if the instructor gives permission after knowing the future student has background knowledge on materials of type.
ie: plumber, pipe fitter, parts technician at plumbing wholesaler, heating technician, etc.

Most persons taking this course would have experience, knowledge or trade background.....so looking over potential students would take hardly any effort.

The evaluation method and weighting is noted in the document and the percentages would be easily weighted to the course as it is used currently in all courses for plumbing and seem to work very well for the students.
It is mainly designed that students would have:
- Assignments   @ 20% = homework given out for students to do
- Quizzes   @ 20% = quizzes or tests given in class to students
- Lab work   @ 10% = practical work sheets and measuring shop areas for students to do calculations
- Final exam   @ 50% = final test of the course to the students (weighted higher so students will complete other areas and not just write an exam to pass)

The main principal is that this course can be taking as a continuing studies or part time course at night, day or weekend if offered by UFV and the Plumbing & Piping students will be able to take in the future if it gets added to the existing program.
...

Memo for New Course

To: CACC, Sven van Dewetering, Alisa Webb

From: Karin Jager, Graphic + Digital Design Department Head

Date: November 2, 2015

Subject: Proposal for new course: Applied Photography and Video

1. Rationale for new course:

    a. Photography and video are required in most graphic design projects. Graphic designers must be able to art direct, plan, define constraints and execute multi-platform image requirements for specific contexts. This requires an understanding of the design process, how images are created for different types of visual communication projects, as well as practical knowledge of product, figure, portrait and location photography, lighting and composition. GDD has identified this as a gap in its curriculum.

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

    a. This course will replace a visual arts digital imaging course currently offered in first year (VA180).

    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): This new course aligns with the following GDD learning outcomes:

    • Demonstrate a working knowledge of the creative industry
    • Understand and utilize processes, tools and technology used in graphic design practice.
    • Develop strategies for planning, producing, and disseminating visual communications.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? Not at this time.

5. Which program areas have been consulted about the course? BFA and Visual Arts.

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

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

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: 3

    b. Class size limit: 24 Seats (20 GDD cohort students and 4 BFA students)

    c. Frequency of offering: 1x per year.

      d. Resources required (labs, equipment): Photo studios, Mac Lab, Adobe CC, DSLR camera, colour copier. GD courses include a per credit surcharge. The department uses the surcharge to offset refresh costs, equipment, and required technology access.

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

11. Estimate of the typical costs for this course, including textbooks and other materials: Tuition (includes a $35 materials fee and a per/credit surcharge), access to Mac computers, Adobe CC, tablets and GDD labs. GDD diploma students use MacBook Pro laptops with Adobe CC subscription as per program requirements. Other students will be given access to GD Mac Lab iMacs and Adobe CC.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017

REVISED COURSE IMPLEMENTATION DATE:

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

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GD 281	Number of Credits: 3 Course credit policy (105)

Course Full Title: Applied Photography and Video
Course Short Title (if title exceeds 30 characters): Applied Photography and Video

Faculty: Faculty of Humanities	Department (or program if no department): Graphic and Digital Design

Calendar Description:

Introduction to art direction, ideation, and execution of photography and video. Gain technical skills in camera use, lighting, composition, and file preparation for product, figure, portrait, and location photography and video. Projects emphasize shooting art-directed images for multi-platform media applications.

Note: This course uses tools and technology that vary according to current industry practice.

Prerequisites (or NONE):	GD 157.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Equivalent Courses (cannot be taken for additional credit)	Transfer 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 already exists: ☐ Yes ☒ No Transfer credit requested (OReg to submit to BCCAT): ☒ Yes ☐ No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: ☒ Yes ☐ No To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60	Special Topics
Typical structure of instructional hours:	Will the course be offered with different topics?

Total Hours: 60
Typical structure of instructional hours:

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

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

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

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 24

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

Department / Program Head or Director: Karin Jager	Date approved:	November 2015
Faculty Council approval	Date approved:	November 2015
Campus-Wide Consultation (CWC)	Date of posting:	January 22, 2016
Dean/Associate VP: Jacqueline Nolte	Date approved:	November 2015
Undergraduate Education Committee (UEC) approval	Date of meeting:	January 29, 2016

Learning Outcomes

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

- Art direct and execute photography and video for visual communication contexts;
- Visually narrate a concept and/or story using photography and/or video using a design process;
- Plan, coordinate and define constraints for a shoot with multi-platform image requirements;
- Demonstrate proficiency in shooting and lighting subjects in studio and on location;
- Utilize image enhancement techniques to convey mood and voice;
- Prepare image and video files for use in print, digital media and online platforms;
- Apply best practices for colour correction, batch formatting, and file preparation using image-making software;
- Identify current trends in photographic and video image making in graphic design practice; and
- Adopt ethical practices for image and sound use.

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, workshops, software tutorials, field trips for on-location shoots, and guest lecturers (industry professionals).

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.		Subscription to Lynda.com	☐		
2.	Fancher, Nick	Studio Anywhere: A Photographer's Guide to Shooting in Unconventional Locations	X	Peachpit Press	2015
3.	Meyer, Tim	Shaping Light: Use Light Modifiers to Create Professional Studio and Location Photographs	X	Amherst Media, Inc.	2014
4.	Wheeler, Alina	Designing Brand Identity: An Essential Guide for the Whole Branding Team	X	John Wiley & Sons	2012
5.	Heller, Steven	The Education of an Art Director	X	Allworth Press	2005

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

Access to Adobe CC, DSLR Camera, photography studio, and light kits. Students must use their own SD Card.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	100%	Midterm exam:	%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Week 1: An introduction to photography and video used in the creative industry and current fields of practice. How photography and video are used in brand collateral. The power of visual storytelling and meeting communications objectives for a project. The role of the art director, the client, and the design process – sketching, planning and executing a photo shoot. Step-by-step.

Week 2/3: Product Photography: Considerations for shooting for single image use versus shooting a series e.g. for a print catalogue or online ecommerce; portfolio; advertisement; corporate or editorial. Art directing still photography. Shooting in studio – lighting, camera settings, and perspective. Working smarter. Focusing on constraints – packaging, food, glass, garments, shoes, metal, and art. The rule of thirds.

Week 4: Best practices for colour correction, batch formatting, and file preparation using Adobe Photoshop and/or Adobe Light Room. Creating a soft edge alpha channel selection suitable for catalog and web reproduction.

Week 5: Portrait Photography. Creating emotion and mood through light. Working with faces. Shooting inside and outside, using light and composition. Working with models, ethical practices, image use, permissions and releases. http://www.capic.ca/en

Week 6/7: Figure Photography: Shooting people. Art directing groups and single figures. Using lighting, camera settings, and perspective. Image enhancement techniques to convey mood and voice.

Week 8: How photography and video is used in establishing brand essence. Visually narrating a concept and/or story using photography and/or video. Creating storyboards.

Week 9/10: The video production process. Producing and rendering a high quality video in HDR and web format that meets the needs of the client. An introduction to basic editing using Adobe CC. Working with varying sources of media, including DSLR video files, musical files, found footage, written text, with an awareness of copyright issues.

Week 11/12/13: On Location: Sketching ideas and compositions that consider different types of media (print and digital applications), typography, lighting, and unique client constraints. Planning and preparing for on location, including research, scouting locations, team tasks, props, safety and permission. Working with constraints. Scheduling, coordinating and participating in photography/videography of a large product, large set shoot in a team environment. Art directing on location and ensuring all image requirements are shot.

Memo for New Course

To: CACC, Alisa Webb

From: Shelley Stefan, VA Department Head

Date: October 9, 2015

Subject: Proposal for new course AH 490 – Directed Study in Art History

1. Rationale for new course: To allow for flexibility for upper-level AH students to pursue topics outside of course offerings, and to accommodate special projects or practica (e.g. the continuation of the AH/VA student journal, *PIPE*, or a curatorial project for the UFV S'eliyemetaxwtexw Art Gallery)

2. How this new course fits into program(s): This is an optional directed studies course.
   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): This course aligns with program and institutional learning outcomes in that directed learning requires information competency, analytical skills, problem-solving abilities, effective communication skills, and self-motivated and self-reflective learning. Depending on the project design, it may also involve collaborative leadership and regional/global contributions.

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.

5. Which program areas have been consulted about the course? Art History, Visual Arts

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

7. What consideration has been given to indigenizing the curriculum? As a directed studies course, the projects will be devised on an individual basis and may or may not contain indigenous content.

8. If this course is not eligible for PLAR, explain why: This is a directed studies course.

9. Explain how each of the following will affect the budget for your area or any other area: N/A as this is not a regular course offering; it will be offered as requested and self-funded via tuition.
   a. Credit value
   b. Class size limit
   c. Frequency of offering As requested by students
   d. Resources required (labs, equipment) None anticipated, but would depend on project.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? This would depend on the project; any associated field trips would need to be self-funded by the student.

11. Estimate of the typical costs for this course, including textbooks and other materials: This depends on the project, but texts for an AH course would typically be $100 - $300.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2016
REVISED COURSE IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED: (six years after UEC approval)	January 2022
Course outline form version: 09/15/14	

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AH 490	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Directed Studies in Art History and Visual Studies
Course Short Title (if title exceeds 30 characters):

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

Calendar Description:

For upper-level students who wish to pursue an independent course of concentrated study in a topic not otherwise offered, or a supervised practicum.

Note: Institutional policy requires the submission of a proposal prior to registration in this course. [UFV Policy 207]

Prerequisites (or NONE):	60 university-level credits, including 12 credits of Art History with a minimum of 4 credits at the upper-level.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number:	Transfer credit already exists: ☐ Yes ☒ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ Yes ☒ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	
Seminars/tutorials/workshops	15
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Varies according to project	45
Total	**60**

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

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

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 6

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

Department / Program Head or Director: Shelley Stefan	**Date approved:**	October 18, 2015
Faculty Council approval	**Date approved:**	October 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	December 11, 2015
Dean/Associate VP: Jacqueline Nolte	**Date approved:**	October 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

Learning Outcomes

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

- Write a comprehensive proposal to define an area of interest, including appropriate bibliography
- Demonstrate initiative in planning and drafting an extended scholarly research essay or substantial project
- Articulate the themes, methodologies, and theories of the course essay or project
- Demonstrate advanced editorial skills in revising the essay or project
- Undertake advanced independent research
- Present advanced independent project or extended scholarly research essay
- Engage in self-reflective learning

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded for this course because: this is an independent upper-level project designed in consultation with a faculty member.

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

These will vary according to the project selected, but might include weekly discussion/presentation of readings, gallery/museum visits, online discussions, etc.

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

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

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

	Author (surname, initials) Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Project dependent bibliography designed for course project	☐		
2.		☐		
3.		☐		
4.		☐		
5.		☐		

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

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Annotated bibliography	10%	Reading responses:	20%	Final project:	70%	Total:	100%

Details (if necessary):

Typical Course Content and Topics

Content will be determined by the topic or project selected by the student in consultation with the directing faculty member.

Memo for Course Changes

To: CACC, Alisa Webb

From: Shelley Stefan, Visual Arts Department Head

Date: November 2, 2015

Subject: Proposal for discontinuation of AH/VA 210 – Art Practices & Popular Culture II

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

2. Rationale for change:

   a. AH/VA 210 Art Practices and Popular Culture II has not been offered for several years and the department has no plans to offer it in the future. It was originally designed for VA diploma students to follow AH/VA 205 Art Practices and Popular Culture I with a course that allowed for studio practice and an exhibition, but it rarely attracted enough interest to make it a viable offering. AH/VA 205 Art Practices and Popular Culture I will remain as an annual course offering, and covers the fundamental material that was expanded on in AH/VA 210. Some students have avoided taking AH/VA 205, as the presence of AH/VA 210 in the calendar has made them believe that both courses would need to be taken to cover the material fully; thus, its continued presence in the calendar may be at the expense of AH/VA 205.

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

4. Is this course required by any program beyond the discipline? No. If so, how will this change affect that program or programs? N/A

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

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

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 Course Changes

To: CACC, Alisa Webb

From: Shelley Stefan, VA Department Head

Date:

Subject: Proposal for revision of VA 383 – Intermediate Photography

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

2. Rationale for change:
   a. Based on the outcomes from the external program review, the photography area co-ordinator is proposing to follow suit on those recommendations to actively hybridize analogue and digital learning outcomes in individual courses.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
   a. Pre-requisites have been changed to allow for the integration of digital media into the photography stream based on the program review recommendations
   b. Learning Outcomes have been changed to reflect course content based on program review recommendations for the photography stream

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No

5. Which program areas have been consulted about the change(s)? None

6. What consideration has been given to indigenizing the curriculum?
   a. Indigenous content will vary dependent work undertaken by students

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

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

a. Credit value

b. Class size limit

c. Frequency of offering

d. Resources required (labs, equipment)

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

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

a. VA 383 = $200

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1998
REVISED COURSE IMPLEMENTATION DATE:	September 2016
COURSE TO BE REVIEWED: (six years after UEC approval)	January 2022

Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: VA 383	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Intermediate Photography
Course Short Title (if title exceeds 30 characters):

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

Calendar Description:

This course will focus on the integration of conceptual development and contextual understanding integral to the creative process of photographic art production. Intermediate techniques will be introduced, including studio lighting, colour printing, and experimentation with liquid emulsions. Student presentations will investigate the debates and developments surrounding the role of photography within contemporary culture.

Prerequisites (or NONE):	VA 283 and one of the following: VA 284 or VA 180.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)	**Transfer Credit**
Former course code/number: **FA 383**	Transfer credit already exists: ☒ Yes ☐ No
Cross-listed with:	
Equivalent course(s):	Transfer credit requested (OReg to submit to BCCAT):
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.	☐ Yes ☐ No (if yes, fill in transfer credit form)
	Resubmit revised outline for articulation: ☐ Yes ☐ No
	To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 60
Typical structure of instructional hours:

Lecture hours	14
Seminars/tutorials/workshops	6
Laboratory hours	32
Field experience hours	8
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours:	
Total	**60**

Special Topics

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

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

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 17

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

Department / Program Head or Director: Shelley Stefan	**Date approved:**	October 2015
Faculty Council approval	**Date approved:**	October 2015
Campus-Wide Consultation (CWC)	**Date of posting:**	December 11, 2015
Dean/Associate VP:	**Date approved:**	October 2015
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 29, 2016

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Learning Outcomes

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

1. Produce a body of work reflecting critical and creative thought processes.
2. Apply appropriate uses of colour in photographs.
3. Apply appropriate studio lighting techniques.
4. Use a hand-held light meter.
5. Articulate awareness of contemporary photographic issues.
6. Apply analytical skills to critically examine photographic imagery for critiques.

Prior Learning Assessment and Recognition (PLAR)

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

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

Lecture/slides, class critiques, technical exercises, photo assignments.

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

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

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

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	London, B, Upton, J, & Stone, J	Photography	☐	Pearson	2013
2.			☐		
3.			☐		
4.			☐		
5.			☐		

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

35mm SLR Film camera or SLR digital camera; film & printing paper appropriate for projects, USB or external memory.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	80%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Attendance:	5%	Presentation:	15%	Other:	%	Total:	0%

Details (if necessary):

Typical Course Content and Topics

Week:

1. Course introduction.
2. Demo/Lecture - Alternative processes.
3. Lab time.
4. Demo/Lecture – Colour photography
5. Lab time.
6. Critique
7. Student Presentations
8. Demo/Lecture – Studio Lighting
9. Lab time.
10. Demo – Mural printing
11. Individual critiques.
12. Lab time
13. Lab time.
14. Final critique.

Memo for Program Changes

To: CACC, Sven Vande Wetering, Alisa Webb

From: Shelley Stefan, Visual Arts Department Head

Date: November 2, 2015

Subject: Program change Art History Extended Minor – reduction of lower-level credit requirements

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: Reduction in the number of lower-level credit requirement

2. Rationale for change(s):

   a. Lowering the lower-level credit requirements for the AH extended minor from 21 to 18 will bring it in line with most UFV lower-level requirements for extended minor programs. AH is not able to offer enough variation in lower-level courses to allow for students to complete these in a timely manner, and thus this credit requirement has created a bottleneck for students wishing to pursue the extended minor. Lowering the required credits will make the program more viable, and will satisfy one of the recommendations resulting from the VA 2014/15 program review.

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

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

   a. Several course options in the program contain specific indigenous content

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

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

   a. Students will be able to move through the program in a timely manner, which may increase enrollment in the program and raise graduation numbers

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?

    a. Reduce the number of 3-credit Art History elective courses by one

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

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

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

CWC comments and responses:

• Cross-listed courses should be listed as such (i.e. THEA 203 and THEA 204 should be listed as THEA 203/ENGL 233 and THEA 204/ENGL 204).
This has been corrected.

• Should HIST 324 be included as a lower-level requirement? If it is still applicable here, perhaps it could be moved to a note, such as of "Note: Students with credit for HIST 324 (formerly HIST 220) can apply that course to this requirement."
HIST 324 (formerly HIST 220) has been removed.

Art History Extended Minor

Lower-level requirements: ~~21~~ 18 credits

- Three credits of 100-level AH
- AH 200
- ~~Either three additional~~ 12 credits of 100- or 200-level AH~~. , or three~~ Three credits may be chosen from: ANTH 111, FD 193, ENG 170, FILM 110, FILM 120, FILM 200, FILM 220, ~~HIST 220~~, LAS ~~201~~206, MUSC 150, PHIL 250, PHIL 251, PHIL 252, THEA 201, THEA 202, THEA 203/ENGL 233, THEA 204/ENGL 204, or any lower-level VA course
- ~~12 additional credits of 100- and 200-level AH~~

Memo for Program Changes

To: CACC, Sven van Dewetering, Alisa Webb

From: Shelley Stefan, Visual Arts Department Head

Date: November 2, 2015

Subject: Program change Visual Arts Diploma – addition of AH 200 as an alternative 200-level Art History course

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):

    a. A majority of students in the VA diploma continue on to complete the BFA. Adding AH 200 to the diploma will allow students to fulfill the 200-level requirements in the BFA in a timely manner without incurring any additional expenses

    b. As a result of the 2015 VA program review, changes were made to courses in the photography stream. This program change will reflect these course changes

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

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

    a. Indigenous content is determined by projects undertaken by students

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

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

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

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

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

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

Visual Arts Diploma

Visual Arts Studio requirements: 30 credits

Course	Title	Credits
VA 113	Introduction to Drawing	3
VA 115	Introductory Studio I: Material Processes	3
VA 116	Introductory Studio II: Space, Form, and Time	3
Choose one of:		3
VA 160	Introduction to Video Production	
or VA 180	Digital Photography I	
Choose three of:		9
VA 223	Painting and Drawing I	
VA 231	Sculpture I	
VA 251	Print Media I	
VA 271	New Media I – Introduction to Electronic Media	
VA 283	Photography I	
Choose three of:		9
VA 224	Painting and Drawing II	
VA 232	Sculpture II	
VA 252	Print Media II	
VA 272	New Media II – Computational Media Art	
VA 284	Photography II	

Note: Students with credit for VA 180 may omit VA 284 and complete an extra elective course as described below.

Art History requirements: 15 credits

Course	Title	Credits
AH 102	History of Western Art: 1400 to the Present	3
100-level Art History course		3
One of: AH 205/VA 205 Art Practices and Popular Culture I or AH 200 Critical Approaches to Thinking and Writing About Art		3
200-level Art History course		3
Art History course, 100-level or higher		3

Writing requirements: 3 credits

Course	Title	Credits
ENGL 105 (see Note 1)	Academic Writing	3

Note 1: Students who received an A in English 12 or equivalent (English Literature 12, English 12 First Peoples, IB English A (standard level or higher level), or AP English), ENGL 091, or ENGL 099 may replace the ENGL 105 requirement with any ENGL course numbered 108 or higher.

UFV's policy is that when a provincial exam is written for English 12, the higher of the school grade or the blended final grade is used.

Elective requirements: 12 credits

12 credits chosen from:

- Additional Visual Arts credits
- Up to six credits may be BFA-related electives other than VA, chosen from Art History, Fashion Design, Film Studies, Graphic Design, MACS, or Theatre; any ENGL course designated as Creative Writing; or LAS 100 or 206
- Three credits may be any ENGL 100-level or higher, or CMNS 155

Memo for Program Changes

To: CACC, Sven Van Dewetering, Alisa Webb

From: Shelley Stefan, Visual Arts Department Head

Date: November 2, 2015

Subject: Program change Visual Arts Major – change to lower-level core studio requirements and change to 200-level Art History requirement

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):

    a. As a result of the 2015 VA program review, changes were made to courses in the photography stream. The note in the calendar copy for Core Studio requirements reflects this change

    b. Instituting AH 200 Critical Approaches to Thinking and Writing about Art as a required 200-level Art History course will ensure that students have the necessary writing and research skills to be successful in 300- and 400-level Art History courses

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

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

    a. Indigenous content is determined by projects undertaken by students

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

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

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

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

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

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

Visual Arts major

Foundation studio: 12 credits

Course Title   Credits

VA 113 Introduction to Drawing   3

VA 115 Introductory Studio I: Material Processes   3

VA 116 Introductory Studio II: Space, Form, and Time   3

VA 160 Introduction to Video Production

          3

or VA 180   Digital Photography I

Core studio: 36 credits

Course Title   Credits

Studio I through IV of three complete studio disciplines: 36

VA 223, 224, 321, and 322   Painting/Drawing I, II, III, and IV

VA 231, 232, 331, and 332   Sculpture I, II, III, and IV

VA 251, 252, 351, and 352   Print Media I, II, III, and IV

VA 271, 272, 371, and 372   New Media I, II, III, and IV

VA 283, 284*, 383, and 384   Photography I, II, III, and IV

*Note: Students with credit for VA 180 may omit VA 284 toward the VA major.

Note: Theatre minor or extended minor students may substitute THEA 370 for one studio IV course.

Art History: 20 credits

Course Title   Credits

AH 102 History of Western Art: 1400 to the Present   3

AH 200 Critical Approaches to Thinking and Writing about Art

or AH 205   Art Practices and Popular Culture I   3

AH 314 Arts in Context: Modernism

or AH 315   Arts in Context: Contemporary 4

Plus:

One additional 100-level Art History course (see Note 1)   3

One additional 200-level Art History course   3

One additional 300-level Art History course   4

Note 1: Fashion minor or extended minor students may substitute FD 193 for the 100-level Art History course.

Note 2: The completion of all required 300-level AH credits is a prerequisite for VA/AH 401.

Capstone courses: 16 credits

Course Title   Credits

VA 360 Professional Development and Practices   3

VA 401/AH 401 Senior Seminar I   4

VA 402 Senior Studio I   3

VA 403/AH 403 Senior Seminar II   3

VA 404 Senior Studio II 3

Memo for Program Changes

To: CACC, Sven vande Wetering, Alisa Webb

From: Shelley Stefan, Visual Arts Department Head

Date: November 2, 2015

Subject: Program change Visual Arts Extended Minor – change to lower-level requirements

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):

   a. As a result of the 2015 VA program review, changes were made to courses in the photography stream. This program change will reflect these course changes

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

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

   a. Indigenous content is determined by projects undertaken by students

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

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

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

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

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective

dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A

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

Visual Arts Extended Minor

Lower-level requirements: 21 credits

• Six credits of 100- or 200-level AH courses (see Note 2)

• Six credits chosen from VA 223, 231, 251, 271, or 283

• Six credits chosen from VA 224, 232, 252, 272, or <u>one of VA 180 or VA</u> 284

• Any 100- or 200-level VA, AH, FILM, or MACS courses, or IPK 277

Note 1: In order to be eligible to take the required upper-level courses, students must ensure they complete the appropriate lower-level prerequisites.

Note 2: Students completing a double extended minor in Visual Arts and Art History will be permitted to substitute lower-level FILM or MACS course for lower-level AH, if necessary to complete program requirements without duplications.

Upper-level requirements: 16 credits

• Four credits of 300- or 400-level Art History

• Six credits chosen from VA 321, 331, 351, 371, or 383

• Six credits chosen from VA 322, 332, 352, 372, or 384

MEMO

To:	CACC, Sven van Dewetering, Alisa Webb
From:	Karin Jager, Department Head, Graphic and Digital Design
Date:	November 2, 2015
Re:	Graphic and Digital Design Diploma, Minor Program Change

A. Program Revision:

1. Rationale for Change

    The Graphic and Digital Design department has identified a gap in applied knowledge of art direction, photography and video in the diploma program. As the creative industry evolves, there is an increased need for multi-platform integrated image content in digital interfaces. Currently, the Graphic and Digital Design diploma includes a Visual Arts digital imaging course (VA180) augmented with several extra-curricular photography workshops throughout the year, but this approach does not provide students with enough skill development, professional scope, and practical knowledge of photography, video and art direction for design practice and portfolio development. An introductory course covering photography and video art direction, ideation and execution using a design process is required in the diploma.

2. Summary of Changes Proposed

    The department recommends replacing VA180 with a new 200 level GD course that covers photography and video art direction and execution for professional design practice.

B. Budget and Learning Outcome Issues

1. Budget
    This proposed program change has been approved by the College of Arts Dean.

2. Learning Outcome Issues
    The learning outcomes would be enhanced with this course.

C. Implementation Date:
    Revised program – September 2016. The new course would not be offered until Fall 2017.

CWC comments and responses:

- How will this change affect current students?
    It won't. Right now, GDD is supplementing VA180 with several workshops that take place in the 2nd year during reading week and the winter term. Workshops include: product photography, art direction, portrait photography and location photography. This new course will now cover these skills and knowledge.

Graphic + Digital Design Diploma

Foundation

Core Skills: Core skill development ~~in typography and Adobe software~~

Course	Title	Credits
GD 154	Typography	3
GD 157	Digital Design Media I	3
GD 159	Digital Design Media II	3

~~**Visual Arts:** Essential fine art studio courses in image making~~

~~Course~~	~~Title~~	~~Credits~~
VA 113	Introduction to Drawing	3
GD 281~~VA 180~~	Applied Photo and Video~~Digital Photography I~~	3

History and Communications

Course	Title	Credits
AH 203	History of Posters: The Art of Persuasion	3
One of:		
CMNS 155	Introduction to Workplace Communications	3
or ENGL 105	Academic Writing	3

Memo for Program Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Program change Anthropology Minor

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): <u>ANTH has decreased the number of 100-level courses to allow space for students to take more 200-level courses, thereby ensuring a better bridge between the 100-level and the 300-level – a jump which has been difficult for students and was noted in the Program Review</u>.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: <u>No</u>

4. What consideration has been given to indigenizing the curriculum? <u>The ANTH program is strongly committed to Indigenization. Several courses focus specifically on Indigenous peoples and most courses include attention to this part of the population. Instructors are also committed to incorporating Indigenous worldviews, perspectives, and methods in their courses. Finally, 3 faculty members focus extensively on Indigenous peoples in their research</u>.

5. Will additional resources be required? If so, how will these costs be covered? <u>None</u>

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? <u>Students will still need to take the same number of lower-level credits, but they will need to include 200-level courses as part of this. This means that students would no longer be able to meet their lower-level ANTH requirements only taking 100-level courses</u>.

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? <u>No</u>

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.) <u>The 200-level ANTH courses have struggled with no stipulation that students take them. The department has pared down their 200-level offerings and instituted a plan for a 2-year rotation of these courses. The faculty will continue to teach the same number of sections per year, but will offer slightly fewer 100-level sections in order to accommodate this shift</u>.

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? <u>Yes. The ANTH Minor will no longer allow ANTH minor students to use Sociology courses to meet lower-level requirements; the credential will become a truly ANTH credential. Students will also no longer be required to take the cross-listed ANTH/SOC/MACS 255. Given that an ANTH minor is likely to be taken by students interested in the topic, but not likely to move on to further study in the discipline, it was decided that students will receive enough methods training in existing courses, removing the need to require them to take a specific methods course. It is felt, too, that opening up options will make ANTH a more attractive minor</u>.

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.

    <u>There are no perceived budgetary implication of this change. 100-level and 200-level ANTH sections all have class maximums of 36 students, so the same number of students will be served even with a shift in offerings between the 100-level and the 200-level. Further, the vast majority of 200-level ANTH courses do not have pre-reqs, so they will remain elective options for non-ANTH students. Finally, the shift in program, including the requirement for 200-level ANTH courses, should have a positive effect on ANTH enrolments.</u>

    <u>Removing SOC courses from the ANTH minor should have little to no effect. SOC remains a popular discipline for program and elective students. Further, ANTH faculty all encourage their students to take SOC 101.</u>

Proposed Change to ANTH Minor
Submitted by Alisa Webb on behalf of Anthropology

ANTH Minor: 25 credits

	Current	Proposed
Lower-Level: 9 credits	ANTH 102 (3) One lower-level ANTH (3) One lower-level ANTH or SOC course or SOC/ANTH/MACS 255 (3)	ANTH 102 (3) 6 additional credits lower-level ANTH of which at least 3 credits must be 200-level
Upper-Level: 16 credits	Any 16 credits	16 credits in upper-level ANTH

Memo for Program Changes

To: CACC

From: Alisa Webb and Martha Dow

Date: September 19, 2015

Subject: Program change: Anthropology Extended Minor

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): ANTH has decreased the number of 100-level courses to allow space for students to take more 200-level courses, thereby ensuring a better bridge between the 100-level and the 300-level – a jump which has been difficult for students and was noted in the Program Review.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Not substantially changed

4. What consideration has been given to indigenizing the curriculum? The ANTH program is strongly committed to Indigenization. Several courses focus specifically on Indigenous peoples and most courses include attention to this part of the population. Instructors are also committed to incorporating Indigenous worldviews, perspectives, and methods in their courses. Finally, 3 faculty members focus extensively on Indigenous peoples in their research.

5. Will additional resources be required? If so, how will these costs be covered? None

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Students will still need to take the same number of lower-level credits, but they will need to include 200-level courses as part of this. This means that students would no longer be able to meet their lower-level ANTH requirements only taking 100-level courses.

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? No

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.) <u>The 200-level ANTH courses have struggled with no stipulation that students take them. The department has pared down their 200-level offerings and instituted a plan for a 2-year rotation of these courses. The faculty will continue to teach the same number of sections per year, but will offer slightly fewer 100-level sections in order to accommodate this shift.</u>

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? <u>Yes. The ANTH extended minor will no longer require students take SOC 101. They will instead take 3 additional ANTH credits. It is hoped that this will boost enrolments in ANTH. Students could still choose to take SOC 101 as part of their BA electives, something ANTH faculty will encourage their students to do.</u>

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.

   <u>There are no perceived budgetary implication of this change. 100-level and 200-level ANTH sections all have class maximums of 36 students, so the same number of students will be served even with a shift in offerings between the 100-level and the 200-level. Further, the vast majority of 200-level ANTH courses do not have pre-reqs, so they will remain elective options for non-ANTH students. Finally, the shift in program, including the requirement for 200-level ANTH courses, should have a positive effect on ANTH enrolments</u>.

Proposed Change to ANTH Extended Minor
Submitted by Alisa Webb on behalf of Anthropology

ANTH Extended Minor: 34 credits

	Current	**Proposed**
Lower-Level: 18 credits	ANTH 102 (3) ANTH/SOC/MACS 255 (3) 9 additional credits ANTH SOC 101 (3)	ANTH 102 (3) ANTH/SOC/MACS 255 (3) 12 additional credits lower-level ANTH of which at least 6 credits must be 200-level
Upper-Level: 16 credits	Any 16 credits in ANTH	16 credits in upper-level ANTH

Memo for Program Changes

To: CACC/CAC/UEC

From: Amy Prevost and Cherish Forster, School of Criminology and Criminal Justice

Date: July 28, 2015

Subject: Program change Criminal Justice Degree

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: tidying of language within the calendar copy and to incorporate current UFV policies, shuffling of first year courses to account for changes in pre-reqs

2. Rationale for change(s): Accuracy/clarity of requirements, we replaced PSYC 101 with PSYC 102 moved down into semester two as it now has the same pre-req as ENGL/CMNS as discussed with our Dean. The content of PYSC 102 is a better fit for students pursing a CRIM program, given the course discusses such topics as psychological disorders, behaviours, and motivation. A newly accepted student may be eligible to keep their conditions on until the end of the fall semester if they are upgrading their ENGL requirement, this would keep students on track if they are doing this.

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

4. What consideration has been given to indigenizing the curriculum? Indigenous content is discussed throughout most of our courses within the program including an elective, CRIM 211 Indigenous Peoples, Crime, and Criminal Justice.

5. Will additional resources be required? If so, how will these costs be covered? No

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

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No

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

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

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

CWC comments and responses:

- Has the Psychology department been consulted regarding the changes to the PSYC requirements for the BA (Criminal Justice)? Will there be enough seats available in PSYC 102 at the right times?
  The Psychology department was involved in this change, and will adjust their course offerings accordingly.

Criminology/Criminal Justice
ufv.ca/criminology

Bachelor of Arts (Criminal Justice) degree

A four-year, 124-credit program which provides for advanced study beyond the Criminal Justice diploma program. Specifically, the program prepares students for front-line jobs after two years, but it also provides them with the opportunity beyond that (within an additional two years of study) to acquire a liberal arts orientation and the research skills, knowledge base, and analytical ability necessary for graduate studies and advanced career opportunities in the criminal justice field. This program will be of interest to people already working in the criminal justice field who seek supervisory positions, and to those who ultimately seek careers in the areas of criminal investigation, national security, evaluation research, crime prevention, offender case management (including probation and parole), and criminal law.

Bachelor of Arts (Criminal Justice) degree with minor or extended minor in another discipline

Students who choose to combine their BA in Criminal Justice with a minor or extended minor in another discipline (e.g., Psychology, Sociology, History, Geography, English) must complete all the requirements of the BA in Criminal Justice and all the discipline requirements of the minor or extended minor. If you are interested in pursuing this option, contact the Arts Advice Centre to discuss your program plan.

Entrance requirements

All applicants must:

1. Be willing to undergo an initial security clearance check and further checks as may be required in individual courses. Please **do not** submit a clearance until requested.

2. Be willing to provide a statement from a physician as evidence of good health as may be required in individual courses.

3. Be willing to Aattend an orientation session in April during which criminal justice faculty present an overview of the options available and career opportunities in criminal justice. Students will be contacted regarding the orientation process.

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

1. B.C. secondary school graduation or equivalent.

2. A minimum B average in the following: English 12 (see Note 1) and two other Approved Grade 12 courses.

Note 1: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

3. Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105. Acceptance will be conditional upon proof of having met this entrance requirement. Applicants are encouraged to submit proof as soon as it is available and prior to registering.

Option 2: University entrance (for students who have attended some post-secondary school)

Note: Effective September 2015, entry into the Bachelor of Arts (Criminal Justice) degree program will be a competitive process. The following are the minimum requirements for consideration of entry into the degree program. Students who do not meet these minimum requirements for the degree program might consider enrolling in Open StudiesQualifying Studies, depending on their CGPA or high school requirements.

1. Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105. Applicants are encouraged to submit proof as soon as it is available and prior to registering.

2. Applicants must have completed, by the end of the fall semester in the application period, one of the following:

- A minimum of 9 university-level credits with a cumulative GPA of 3.0; or
- A minimum of 30 university-level credits with a cumulative GPA of 2.5 or better.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see Specific intake application process.

How to apply

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

Additional documents required for a complete application:
• Official transcripts (or interim transcripts) from every post-secondary institution 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 must attend the orientation or make special arrangements with the Director of the School of Criminology and Criminal Justice to be eligible for admission to the program.

32. You will be advised of an admission decision and provided with registration information. A deposit is required prior to registration (see the Fees and Other Costs section). This money will be applied toward your tuition fees. Final payment of all course fees are due the end of the second week of classes.

43. In cases where course work is in progress, an admission decision may be made conditional upon completion of academic requirements. Proof of completion of entrance requirements is due the end of the first week in August for the September intake.

Basis for admission decision

1. Direct entry from high school

There are a limited number of seats available in the Criminology and Criminal Justice degree program. Acceptance into the Criminology and Criminal Justice degree program will be determined through a first-come first-serve basis, assuming entrance requirements are met. 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 application fee have been submitted.

2. Second-year entry from university

There are a limited number of seats available in the Criminology and Criminal Justice degree program. Acceptance into the Criminology and Criminal Justice degree program will therefore be determined through a competitive process that evaluates cumulative GPA. Please note that students must meet the prerequisite to or have completed CMNS 125, CMNS 155, or ENGL 105.

Fees and additional costs

See the Fees and Other Costs section. Books and additional supplies cost approximately $100-$150 per course.

Dates and location

Full-time students are advised to register for the fall semester. Since many courses in the diploma and degree programs are sequential, students registering in January may be unable to take preliminary courses until the following September.

The normal university year is from September through April, with between 15 and 18 credits required in each of the fall and winter semesters. Students enrolled in field practice in any semester (normally requiring two full days per week) would normally take 9 credits in addition to the practicum. Occasionally, courses are challenged for credit, making it possible to complete the program more quickly. Mastery of course objectives must be demonstrated in order to successfully challenge a course; contact the School of Criminology and Criminal Justice for further information.

Program requirements

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

clarification and more details, please visit the Ministry of Public Safety and Solicitor General's website.

Practicum regulations

Acceptance into the BA (Criminal Justice) degree program does not guarantee practicum placement.

The prerequisites for placement in CRIM 281 are:

- CGPA of at least 2.67;
- CRIM 100, 103, 104, 105, and 265;
- CRIM 129 with a grade of B- or better;
- one of CMNS 125, 155, or ENGL 105 or higher;
- the ability to pass a criminal record check is a prerequisite for placements; and
- departmental approval.

The prerequisites for placement in CRIM 480 are:

- CPGACGPA of at least 2.67;
- CRIM 281, 310, 311, 320, and 335;
- the ability to pass a criminal record check; and
- departmental approval.

Students must complete 200 hours of practicum work in each of CRIM 281 and CRIM 480.

Bachelor of Arts (Criminal Justice) students who do not meet the pre-requisites for the practicum must will take two additional CRIM electives (. two 200 level CRIM electives for CRIM 281 and two additional 400 series CRIM electives for CRIM 480).

Students who meet these requirements must complete CRIM 281 for the diploma, and CRIM 281 and CRIM 480 for the degree. Students who do not meet the requirement for CRIM 281 must take six lower-level credits of CRIM electives in place of CRIM 281. Students who do not meet the requirements for CRIM 480 must take six upper-level credits of CRIM electives in place of CRIM 480. Students who did not qualify for CRIM 281 but subsequently qualify for CRIM 480 must complete CRIM 480.

The Career Development Coordinator will work collaboratively with each student to identify practicum sites that respond to individual learning interests and that provide criminal justice learning opportunities.

Practicums are offered throughout the region of the Fraser Valley and Metro Vancouver, although other placement sites may be considered. Students are responsible for transportation to and from practicum sites. Students are also responsible for maintaining suitable personal appearance.

The BA (Criminal Justice) degree program must approve any agency or institution that provides placements for student practicums, and reserves the right to change any placement assigned to a student. The student has the right to be informed in writing of the reasons for any change in placement. While the program accepts the responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept that particular student.

Academic Warning and continuance in the program

Undergraduate continuance

Academic standing will be governed by UFV's Undergraduate Continuance policy (92).

For assistance, please contact criminfo@ufv.ca.

Required to withdraw

Students who have been Required to Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

A student who has either a program or CGPA lower than 2.0 will be placed on Academic Warning for one semester. A student on Academic Warning may not register in a course overload. Students who are placed on academic warning and who do not attain the required program and CGPA of 2.0 by the end of that semester will be withdrawn from the program the following semester and placed into Open Studies. Students who have been required to withdraw are not normally readmitted to the degree program. For additional information, please see the Undergraduate Academic standing/Continuance policy section of the calendar.

Re-taking courses

The School of Criminology and Criminal Justice does not approve challenge requests from students who are asking to re-take a Criminology/Criminal Justice course. These students must register in, and complete the requirements for, a regularly timetabled section of the course.

Duplication of courses

Duplication refers to taking a course more than once. No more than five duplications will be permitted on courses which apply to the BA (Criminal Justice) Degree. A "W" or an "AU" in a course is not counted as a course duplication.

Students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts (Criminal Justice) degree.

Auditing courses

Course audits will be governed by the UFV's Course Audit Policy (108). ~~Students wishing to audit a course in Criminology/Criminal Justice must request permission from the instructor no later than the end of the fourth week of classes. No changes from regular to audit status will be permitted after this date.~~

Prerequisites

A prerequisite is a requirement which must be met before a student enters a course or program. A P grade does not, unless stated otherwise, meet a prerequisite requirement. Students who do not have the stated prerequisite courses may not register in a course having these requirements without the permission of the instructor.

Transfer credit

At least 25% of the course work must be completed at UFV. However, students must complete at least 50% of the upper-level Criminology/Criminal Justice credits required for the degree and minor and extended minor at UFV.

Prior Learning Assessment and Recognition

You may be able to obtain credit for prior learning through evaluation of previous studies or learning through experience after you have completed 30 credits in the diploma program. Contact the School of Criminology and Criminal Justice for further information.

Course withdrawal deadlines

Course withdrawal deadlines follow UFV's Course Withdrawal policy (81).

Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a Criminal Justice Program Advisor. A minimum program and CGPA of 2.0 is required to graduate. Please note that students with more than five course duplications will not be eligible to graduate with a Bachelor of Arts (Criminal Justice) degree.

Candidates who qualify to receive a UFV degree must be approved by the School of Criminology and Criminal Justice and the Senate. Students must apply for graduation by completing the Graduation Request form available at ufv.ca/admissions, or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.

Program outline

Lower-level requirements

Semester I (see Notes 1)

Course	Title	Credits
CRIM 100	Introduction to Criminology	3
CRIM 103	Introduction to the Criminal Justice System	3
CRIM 129	Academic and Professional Development	3
PSYC 101 Elective	Introduction to Psychology IGeneral any 100/200-level non-criminology course	3
SOC 101	Introductory Sociology	3

Semester II

Course	Title	Credits
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	3
CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	3
ElectivePSYC 101102	General any 100/200-level non-criminology courseIntroduction to Psychology III	3
Elective	CRIM	3
CMNS 125	Introduction to Workplace Communication	3
or CMNS 155	Introduction to Workplace and Academic Communication	
or ENGL 105	Academic Writing	

Semester III

Course	Title	Credits
CRIM 240	Comparative Criminal Justice Systems	3
or CRIM 251	Law Enforcement in Canada	
or CRIM 252	Corrections in Canada	
CRIM 265	Problem Management Skills for Criminal Justice Interventions	3
Elective	CRIM	3
Elective	Arts (UFV) 200-level or higher (non-criminology)	3
CMNS 251	Professional Report Writing	3
or ENGL 120–170 or higher		

Note 1: It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) degree complete their science requirement in the first two years of the program.

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~~Note 2: Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently.~~

~~Note 3: Students should plan their 100- and 200-level electives to ensure they will have the necessary prerequisites for the required 300- and 400-level non-criminology electives.~~

Semester IV

Course	Title	Credits
CRIM 220	Research Methods in Criminology	3
CRIM 230	Criminal Law	3
CRIM 281	Field Work Practicum	6
POSC 110	Canadian Politics	3
Total		60

Note 1: It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) degree complete their science requirement in the first two years of the program.

Note 2: Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently.

Note 3: CRIM Electives include – CRIM 210, 211, 212, 213, 214, 215, 216, 250, 251, and 252

Note 4: Students should plan their 100- and 200-level electives to ensure they will have the necessary prerequisites for the required 300- and 400-level non-criminology electives.

Note 5: Students who have successfully completed PSYC 101 prior to acceptace do not need to complete PSYC 102.

~~Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently.~~

~~Note: Students should plan their 100/200-level electives to ensure they will have the necessary prerequisites for the required 300/400-level non-criminology electives.~~

Upper-level requirements

Note: Students must have a minimum program CGPA of 2.0 in order to continue into upper level.

Semester V

Course	Title	Credits
CRIM 310	Advanced Theoretical Perspectives	3

CRIM 321	Qualitative Research Methods	4
CRIM 330	Criminal Procedure and Evidence	3
STAT 104	Introductory Statistics	4
Elective Science: Any Astronomy, Biology, Chemistry, Physics, 100-level or higher, or GEOG 103 (formerly GEOG 101 or 102) or 116		4

Semester VI

Course	Title	Credits
CRIM 311	Multiculturalism, Conflict, and Social Justice	3
CRIM 320	Research Techniques	4
CRIM 335	Human Rights and Civil Liberties	3
Elective	Any 300/400 non-criminology course	3
Elective	Any 300/400 non-criminology course	3

Semester VII

Course	Title	Credits
CRIM 435	Innovations in Canadian Public Safety	3
Elective	One of CRIM 400-419	3
BUS 203	Organizational Behaviour (see Note)	3
Elective	General: Any university-level course	3
Elective Arts: Any one of Art History, History, languages, Visual Arts, Film, PHIL 100 or higher, Theatre, or ENGL 120–170		3

Note: The prerequisite for BUS 203 (BUS 100 or 102) will be waived for Criminal Justice degree reserved seats.

Semester VIII

Course	Title	Credits
CRIM 450	Social Policy Analysis	3
CRIM 480	Field Work Practicum	6
Elective	Any 300/400 non-criminology course	3
Elective	Any one of CRIM 400–419	3
Total		64
Plus lower-level credits		60
Total program credits		124

Memo for Program Changes

To: CACC/CAC/UEC

From: Amy Prevost and Cherish Forster, School of Criminology and Criminal Justice

Date: July 28, 2015

Subject: Program change Criminal Justice Diploma

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: tidying of language within the calendar copy to remain consistent with degree program and current UFV policies, shuffling of first year courses to account for changes in pre-reqs

2. Rationale for change(s): We re-established the entrance option of the CRIM diploma for fall 2015. We recognize the need after this intake for a post-secondary entrance option. We also reviewed for accuracy/clarity of requirements, and replace PSYC 101 with PSYC 102 moved PSYC 102 down into semester two as it now has the same pre-req as ENGL/CMNS as discussed with our Dean. The content of PYSC 102 is a better fit for students pursing a CRIM program, given the course discusses such topics as psychological disorders, behaviours, and motivation. A newly accepted student may be eligible to keep their conditions on until the end of the fall semester if they are upgrading their ENGL requirement, this would keep students on track if they are doing this.

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

4. What consideration has been given to indigenizing the curriculum? Indigenous content is discussed throughout most of our courses within the program including an elective, CRIM 211 Indigenous Peoples, Crime, and Criminal Justice.

5. Will additional resources be required? If so, how will these costs be covered? No

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Will not impact projected numbers. It just formalizes the approach we took during the last intake.

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? No

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

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

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

Criminology/Criminal Justice
ufv.ca/criminology

Criminal Justice diploma

A two-year, 64-credit program designed to prepare students for front-line/entry-level jobs in the criminal justice field. The program consists of a combination of theoretical and skill development courses, and will be of interest to people who wish to become (for example) police officers, correctional officers, youth workers, immigration officers, bylaw enforcement officers, customs inspectors, community service order officers, and sheriff's officers.

Entrance requirements

~~All applicants must have:~~ All applicants must:
1. Be willing to undergo an initial security clearance check and further checks as may be required in individual courses. Please **do not** submit a clearance until requested.

2. Be willing to provide a statement from a physician as evidence of good health as may be required in individual courses.

3. Be willing to attend an orientation session during which criminal justice faculty present an overview of the options available and career opportunities in criminal justice. Students will be contacted regarding the orientation process.

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

1. B.C. secondary school graduation or equivalent.
2. Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105 ~~A minimum C+ average in the following: English 12~~ (see Note) and a minimum C+ average on two other Approved Grade 12 courses. Acceptance will be conditional upon proof of having met these entrance requirements. Applicants are encouraged to submit proof as soon as it is available and prior to registering.
~~2.~~ 3.
~~3. Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105. Acceptance will be conditional upon proof of having met this entrance requirement. Applicants are encouraged to submit proof as soon as it is available and prior to registering.~~
~~4. In addition, applicants must:~~
~~a) Be willing to undergo an initial security clearance check and further checks as may be required in individual courses.~~
~~b) Be willing to provide a statement from a physician as evidence of good health as may be required in individual courses.~~
~~c) Attend an orientation session in April during which criminal justice faculty present an overview of the options available and career opportunities in criminal justice. Students will be contacted regarding the orientation process.~~

Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisite to or completion of CMNS 125, CMNS 155, or ENGL 105. Applicants are encouraged to submit proof as soon as it is available and prior to registering.

2. Applicants must have completed, by the end of the fall semester in the application period a minimum of 9 university-level credits with a cumulative GPA of 2.0 or higher

Note: English 12 equivalent courses include English 12 First Peoples, English Literature 12, AP English, and IB English A (standard level or higher level).

Students who do not meet these requirements might consider ~~Open Studies~~Qualifying Studies.

Basis for admission decision

There are a limited number of seats available in the Criminology and Criminal Justice diploma program. Acceptance into the Criminology and Criminal Justice diploma program will be determined through a first-come first-serve basis, assuming entrance requirements are met. 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 application fee have been submitted.

Program outline

The Criminal Justice diploma ~~credential~~ is available to students who have completed the first two years of the BA (Criminal Justice) degree.

Students wanting a diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203.

Note: CRIM 201 and CRIM 202 cannot be taken concurrently.

Students should check with the School of Criminology and Criminal Justice ~~program~~ Program ~~advisor~~ Advisor for complete details.

Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with a Criminal Justice Program Advisor. A minimum program and CGPA of 2.0 is required to graduate. For students intending to proceed to the Bachelor of Arts (Criminal Justice) degree, please note that there is a duplication policy which prevents students with more than five course duplications from graduating with a Bachelor of Arts (Criminal Justice) degree.

Candidates who qualify to receive a UFV diploma must be approved by the School of Criminology and Criminal Justice and the Senate. Students must apply for graduation by completing the Graduation Request form available at ufv.ca/admissions, or from the Office of the Registrar. We recommend this be done in the first month of the final semester. The final

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

BCIT Forensic Investigation transfer option

This option of the Criminal Justice diploma is designed primarily for students who wish to transfer directly into the third year of the Bachelor of Technology in Forensic Investigation at BCIT, following completion of their UFV diploma. Students taking this option must choose one of three paths (Economic Crime Studies, Forensic Science Studies, or Computer Crime Studies), each of which provides the prerequisites for a path of study at the upper-level with the BCIT Bachelor of Technology in Forensic Investigation transfer option.

~~Students can also ladder directly into the third year of the Bachelor of Arts (Criminal Justice) program.~~ Students considering this option are reminded that they can also enter directly into the third year of the Bachelor Technology in Forensic Investigation with either an Associate of Science degree or Computing Information Systems diploma from UFV.

Students interested in this transfer option can obtain details from the department.

Fees and additional costs

See the Fees and Other Costs section of the calendar for further information. Books and additional supplies cost approximately $100 -$150 per course.

Dates and location

~~Full-time students are advised to register for the fall semester. Since many courses in the diploma and degree programs are sequential, students registering in January may be unable to take preliminary courses until the following September.~~

The normal university year is from September through April, with between 15 and 18 credits required in each of the fall and winter semesters. Students enrolled in field practice in any semester (normally requiring two full days per week) would normally take 9 credits in addition to the practicum. Occasionally, courses are challenged for credit, making it possible to complete the program more quickly. Mastery of course objectives must be demonstrated in order to successfully challenge a course; contact the School of Criminology and Criminal Justice for further information.

Program requirements

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

To maintain their status as a program student, individuals with more than 15 credits must maintain a program and cumulative grade point average (CGPA) of at least 2.0.

Practicum regulations

Acceptance into the Criminal Justice diploma program does not guarantee practicum placement.

The prerequisites for placement in CRIM 281 are:

- CGPA of at least 2.67;
- CRIM 100, 103, 104, 105, and 265;
- CRIM 129 with a grade of B- or better;
- one of CMNS 125, 155, or ENGL 105 or higher;
- the ability to pass a criminal record check is a prerequisite for placements; and
- departmental approval.

Students must complete 200 hours of practicum work in CRIM 281.

Criminal Justice diploma Students students who meet these requirements must complete CRIM 281 for the diploma. Students who do not meet the requirement for CRIM 281 must take six lower-level credits of CRIM electives in place of CRIM 281.

The Career Development Coordinator will work collaboratively with each student to identify practicum sites that respond to individual learning interests and that provide criminal justice learning opportunities.

Practicums are offered throughout the region of the Fraser Valley and Metro Vancouver, although other placement sites may be considered. Students are responsible for transportation to and from practicum sites. Students are also responsible for maintaining suitable personal appearance.

The Criminal Justice diploma program must approve any agency or institution that provides placements for student practicums, and reserves the right to change any placement assigned to a student. The student has the right to be informed in writing of the reasons for any change in placement. While the program accepts the responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept that particular student.

Academic Warning and continuance in the program

A student who has either a program or CGPA lower than 2.0 will be placed on Academic Warning for one semester. A student on Academic Warning may not register in a course overload. Students who are placed on Academic Warning and who do not attain the required program and CGPA of 2.0 by the end of that semester will be withdrawn from the program the following semester and placed into Open StudiesQualifying Studies. Students who have been

required to withdraw are not normally readmitted to the diploma program. For additional information, please see the Undergraduate Academic standing/Continuance policy section of the calendar.

Undergraduate continuance

Academic standing will be governed by UFV's Undergraduate Continuance policy (92).

For assistance, please contact criminfo@ufv.ca.

Required to withdraw

Students who have been Required to Withdraw from UFV under the Undergraduate Continuance policy (92) are subject to re-admission and continuance requirements as listed in the UFV academic calendar. Students are normally only readmitted once to the same program.

Re-taking courses

The School of Criminology and Criminal Justice does not approve challenge requests from students who are asking to re-take a Criminology/Criminal Justice course. These students must register in, and complete the requirements for a regularly timetabled section of the course.

Auditing courses

Course audits will be governed by the UFV's Course Audit Policy (108). Students wishing to audit a course in Criminology/Criminal Justice must request permission from the instructor no later than the end of the fourth week of classes. No changes from regular to audit status will be permitted after this date.

Prerequisites

A prerequisite is a requirement which must be met before a student enters a course or program. A P grade does not, unless stated otherwise, meet a prerequisite requirement. Students who do not have the stated prerequisite courses may not register in a course having these requirements without the permission of the instructor.

Transfer credit

At least 25% of the course work must be completed at UFV.

Course withdrawal deadlines follow UFV's Course Withdrawal policy (81).

Program outline

Semester I (see Notes)

Course	Title	Credits

CRIM 100	Introduction to Criminology	3~~3~~
CRIM 103	Introduction to the Criminal Justice System	3~~3~~
CRIM 129	Academic and Professional Development	3~~3~~
Elective~~PSYC 101~~	General any 100/200-level non-criminology course~~Introduction to Psychology~~	3~~3~~
SOC 101	Introductory Sociology	3~~3~~

Semester II

Course	Title	Credits
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	3
CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	3
~~Elective~~PSYC 102~~101~~	~~General any 100/200-level non-criminology course~~Introduction to Psychology II	3
Elective	CRIM	3
CMNS 125	Introduction to Workplace Communication	
or CMNS 155	Introduction to Workplace and Academic Communication	
or ENGL 105	Academic Writing	3

Semester III

Course	Title	Credits
CRIM 240	Comparative Criminal Justice Systems	3
or CRIM 251	Law Enforcement in Canada	
or CRIM 252	Corrections in Canada	
CRIM 265	Problem Management Skills for Criminal Justice Interventions	3
Elective	CRIM	3
Elective	Arts (UFV) 200-level or higher (non-criminology)	3
CMNS 251	Professional Report Writing	
or ENGL 120–170 or higher		3

Semester IV

Course	Title	Credits

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CRIM 220	Research Methods in Criminology	3
CRIM 230	Criminal Law	3
CRIM 281	Field Work Practicum	6
POSC 110	Canadian Politics	3
Total	To include CRIM 201 and CRIM 202 or 203	64

Note 1: It is recommended that students planning on completing a Bachelor of Arts (Criminal Justice) degree complete their science requirement in the first two years of the program.

Note 2: Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently.

Note 3: CRIM Electives include – CRIM 210, 211, 212, 213, 214, 215, 216, 250, 251, and 252

Note 4: Students should plan their 100- and 200-level electives to ensure they will have the necessary prerequisites for the required 300- and 400-level non-criminology electives.

Note 5: Students who have successfully completed PSYC 101 prior to acceptance do not need to complete PSYC 102.

~~Note: Students wanting a Criminal Justice diploma must also complete CRIM 201, and one of CRIM 202 or CRIM 203. CRIM 201 and CRIM 202 cannot be taken concurrently. It is recommended that students planning a Bachelor of Arts (Criminal Justice) degree complete their science requirement in the first two years of the program.~~

~~CRIM electives include: CRIM 210, 211, 212, 213, 214, 215, 216, 250, 251, 252, 270.~~

Course listings

For complete details on courses see the course descriptions section.

Memo for Program Changes

To: CACC/CAC/UEC

From: Amy Prevost and Cherish Forster, School of Criminology and Criminal Justice

Date: July 28, 2015

Subject: Program change Criminal Justice minor and extended minor

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: Opening up upper level course requirements to option of five rather than having a set of five courses to complete.

2. Rationale for change(s): To allow for the upper level requirements to be met with more ease for non-program students. Flexibility for the students.

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

4. What consideration has been given to indigenizing the curriculum? Indigenous content is discuss through most of our courses within the program.

5. Will additional resources be required? If so, how will these costs be covered? No

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

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No

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

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

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

Criminal Justice extended minor

This section specifies the extended minor discipline requirements only. ~~Information on additional Bachelor of Arts requirements begins in~~ this section.

A formal request for approval must be made to the School of Criminology and Criminal Justice ~~and to an Arts advisor~~. Students ~~in the Bachelor of Arts program~~ requesting an extended minor must have completed all of the lower-level requirements for the criminal justice extended minor with a minimum GPA of 2.5. ~~Please submit a copy of your UFV transcript to the School of Criminology and Criminal Justice showing completion of the lower-level courses to be reviewed.~~ The number of declarations may be limited by seat availability.

Lower-level requirements: 18 credits

Course	Title	Credits
CRIM 100	Introduction to Criminology	3
CRIM 103	Introduction to the Criminal Justice System	3
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	
or CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	3
CRIM 220	Research Methods in Criminology	3
CRIM 230	Criminal Law	3
CRIM 240	Comparative Criminal Justice Systems	3
or CRIM 251	Law Enforcement in Canada	
or CRIM 252	Corrections in Canada	

Upper-level requirements: 15 credits (note 2)

Fifteen credits ~~in~~ of 300- and 400-level Criminology/Criminal Justice ~~as follows:~~

~~• Two of CRIM 310, 311, 330, 335~~
~~• CRIM 450~~
~~• One of CRIM 410-419~~
~~• One other 300- or 400-level Criminology/Criminal Justice course~~

Criminal Justice minor

This section specifies the minor discipline requirements only. ~~Information on additional Bachelor of Arts requirements begins in~~ this section.

A formal request for approval must be made to the School of Criminology and Criminal Justice ~~and to an Arts advisor~~. Students ~~in the Bachelor of Arts program~~ requesting a minor must have completed all of the lower-level requirements for the criminal justice minor with a minimum GPA of 2.5. ~~Please submit a copy of your UFV transcript to the School of Criminology and Criminal Justice showing completion of the lower-level courses to be reviewed.~~ The number of declarations may be limited by seat availability.

Lower-level requirements: 12 credits

Course	Title	Credits
CRIM 100	Introduction to Criminology	3
CRIM 103	Introduction to the Criminal Justice System	3
CRIM 104	Sociological Explanations of Criminal and Deviant Behaviour	
or CRIM 105	Psychological Explanations of Criminal and Deviant Behaviour	3
CRIM 230	Criminal Law	3

Upper-level requirements: 15 credits (note 2)

15 credits ~~in~~ of 300- and 400-level Criminology/Criminal Justice ~~as follows:~~

~~• Two of CRIM 310, 311, 330, 335~~
~~• CRIM 450~~
~~• One of CRIM 410-419~~
~~• One other 300- or 400-level Criminology/Criminal Justice course~~

Note 1: At least 25% of the course work must be completed at UFV. However, students must complete at least 50% of the upper-level Criminology/Criminal Justice credits required for the degree at UFV.

Note 2: CRIM 480, 481, CRIM 490 and CRIM 491 cannot be taken as part of the minor/extended minor programs

Course listings

For complete details on courses see the course descriptions section.

Memo for Program Changes

To: CACC, CAC, UEC Screening Subcommittee, CWC, UEC, Senate

From: Robin Endelman, Interim Math and Stats Department Head

Date: June 15, 2015

Subject: Program change (Math Major (BA/BSc), Math Minor (BSc), Math Extended Minor (BA/BGS))

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):

    We are changing the computing requirement from "COMP 152: Introduction to Structured Programming" to "COMP152: Introduction to Structured Programming or COMP 150: Introduction to Programming" in the following programs: Math Major (BA and BSc), Math Minor (Bsc) and Math Extended Minor (BA and BGS). Note that there is no programming requirement for the Math Minor BA or BGS.

    COMP 150 was created in 2000 and COMP 152 was created in 2005. While COMP 150 was originally required for Math Major (BA and BSc), Math Minor (Bsc) and Math Extended Minor (BA and BGS), there was a change in focus in the course. COMP 152 was created cater to the computing skills desired for science students, namely the ability to use a procedural language to write code to perform computations. Courses do change over times, and currently, the learning outcomes of COMP 150 and COMP 152 are similar enough that students can't get credit for both. Upon reflection, we feel that either of the courses will provide students with the basic programming knowledge required to create computational programs.

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

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

    No new opportunities are apparent this change of course requirements, beyond those which reflect the more general efforts of the department.

5. Will additional resources be required? If so, how will these costs be covered? *No.*

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?   *Students will have a greater choice in how they meet the computing requirement for the Major (BA and BSc), the Minor (BSc) and the Extended Minors (BA/BGS). Note that there is no computing requirement for the BA minors.*

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? *No.*

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

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. *No.*

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

Mathematics major
(for Bachelor of Arts degree students)

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

Lower-level requirements: 27–28 credits

Course	Title	Credits
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
MATH 221	Linear Algebra	3
MATH 225	Topics in Discrete Mathematics (see Note 1)	3
MATH 265	Transition to Advanced Mathematics (see Note 2)	3
MATH 270/ STAT 270	Introduction to Probability and Statistics	4
COMP 152	Introduction to Structured Programming (see Note 3)	4
or COMP 150	Introduction to Programming	
or MATH 235[CL1]	Mathematical Modeling	3

Note 1: Students who have successfully completed MATH 125 prior to January 2005 may use MATH 125 in place of MATH 225.

Note 2: Students who have successfully completed MATH 214 prior to January 2006 may use MATH 214 in place of MATH 265.

Note 3: Students who have successfully completed COMP 150 prior to September 2006 may use COMP 150 in place of COMP 152.

Mathematics extended minor
(for Bachelor of Arts degree students)

This section specifies the mathematics extended minor discipline requirements only. Students cannot combine Mathematics with Mathematics (Statistics option) to form a Bachelor of Arts with two extended minors. Information on additional Bachelor of Arts requirements begins in this section and includes the requirements for declaring an extended minor. Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 27–28 credits

Course	Title	Credits
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
MATH 221	Linear Algebra	3
MATH 225	Topics in Discrete Mathematics (see Note 1)	3
MATH 265	Transition to Advanced Mathematics (see Note 2)	3
MATH 270/	Introduction to Probability and Statistics	4

STAT 270		
COMP 152	Introduction to Structured Programming ~~(see Note 3)~~	4
or COMP 150	Introduction to Programming	
or MATH 235	Mathematical Modeling	3

Note 1: Students who have successfully completed MATH 125 prior to January 2005 may use MATH 125 in place of MATH 225.

Note 2: Students who have successfully completed MATH 214 prior to January 2006 may use MATH 214 in place of MATH 265.

~~Note 3: Students who have successfully completed COMP 150 prior to September 2006 may use COMP 150 in place of COMP 152.~~

Mathematics extended minor (Statistics option)
(for Bachelor of Arts degree students)

This section specifies the mathematics extended minor discipline requirements only. Students cannot combine Mathematics with Mathematics (Statistics option) to form a Bachelor of Arts with two extended minors. Information on additional Bachelor of Arts requirements begins in this section and includes the requirements for declaring an extended minor.

Lower-level requirements: 28 credits

Course	Title	Credits
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
MATH 221	Linear Algebra	3
MATH 225	Topics in Discrete Mathematics (see Note 1)	3
MATH 270/ STAT 270	Introduction to Probability and Statistics	4
COMP 152	Introduction to Structured Programming ~~(see Note 2)~~	4
or COMP 150	Introduction to Programming	
One additional second-year MATH course (excluding MATH 205)		3

Note 1: Students who have successfully completed MATH 125 prior to January 2005 may use MATH 125 in place of MATH 225.

~~Note 2: Students who have successfully completed COMP 150 prior to September 2006 may use COMP 150 in place of COMP 152.~~

Mathematics major
(for Bachelor of Science degree students)

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

Lower-level requirements: 36–38 credits

Course	Title	Credits
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
MATH 221	Linear Algebra	3
MATH 265	Transition to Advanced Mathematics (see Note 1)	3
MATH 270/ STAT 270	Introduction to Probability and Statistics	4
COMP 152	Introduction to Structured Programming ~~(see Note 2)~~	4
or COMP 150	Introduction to Programming	
MATH 225	Topics in Discrete Mathematics (see Note 2~~3~~)	
or MATH 255	Ordinary Differential Equations	3
One pair of courses from the following sequences:		
CHEM 111	Principles of Chemistry I (previously offered)	4
and CHEM 112	Principles of Chemistry II (previously offered)	4
or		
CHEM 113	Principles of Chemistry I	5
and CHEM 114	Principles of Chemistry II	5
or		
PHYS 111	Mechanics	5
and PHYS 112	Electricity and Magnetism	5
or		
BIO 111	Introductory Biology I	5
and BIO 112	Introductory Biology II	5

Note 1: Students who have successfully completed MATH 214 prior to January 2006 may use MATH 214 in place of MATH 265.

~~Note 2: Students who have successfully completed COMP 150 prior to September 2006 may use COMP 150 in place of COMP 152.~~

Note 2~~3~~: Students who have successfully completed MATH 125 prior to January 2005 may use MATH 125 in place of MATH 225.

Mathematics minor
(for Bachelor of Science degree students)

This section specifies the mathematics minor discipline requirements only. Students need to combine these minor requirements with another science minor or major other than the mathematics major or mathematics minor (statistics option). Please refer to the Bachelor of Science section for information on additional requirements.

Lower-level requirements: 35–39 credits

Course	Title	Credits
MATH 111	Calculus I	4
MATH 112	Calculus II	4
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
MATH 221	Linear Algebra	3
MATH 265	Transition to Advanced Mathematics (see Note 1)	3
COMP 152	Introduction to Structured Programming (see Note 2)	4
or COMP 150	Introduction to Programming	
MATH	Two additional 200-level MATH courses (excluding MATH 205)	6-8
One pair of courses from the following sequences:		
CHEM 111	Principles of Chemistry I (previously offered)	4
and CHEM 112	Principles of Chemistry II (previously offered)	4
or		
CHEM 113	Principles of Chemistry I	5
and CHEM 114	Principles of Chemistry II	5
or		
PHYS 111	Mechanics	5
and PHYS 112	Electricity and Magnetism	5
or		
BIO 111	Introductory Biology I	5
and BIO 112	Introductory Biology II	5

Note 1: Students who have successfully completed MATH 214 prior to January 2007 may use this course in place of MATH 265.

Note 2: Students who have successfully completed COMP 150, COMP 155, MATH 235, or PHYS 484 prior to September 2006 may use this course in place of COMP 152 or COMP 150.

Mathematics minor (Statistics option)
(for Bachelor of Science degree students)

This section specifies the Mathematics minor (Statistics option) discipline requirements only. Students need to combine these minor requirements with another science minor or major other than the mathematics major or mathematics minor. Please refer to the Bachelor of Science section for information on additional requirements.

Lower-level requirements: 30–32 credits

Course	Title	Credits
MATH 111	Calculus I	
MATH 112	Calculus II	
or MATH 118	Calculus II for Life Sciences	
MATH 211	Calculus III	3
MATH 221	Linear Algebra	3
MATH 270/ STAT 270	Introduction to Probability and Statistics	4
COMP 152	Introduction to Structured Programming (see Note)	4
or COMP 150	Introduction to Programming	
One pair of courses from the following sequences:		
CHEM 111	Principles of Chemistry I (previously offered)	4
and CHEM 112	Principles of Chemistry II (previously offered)	4
or		

CHEM 113	Principles of Chemistry I	5
and CHEM 114	Principles of Chemistry II	5
or		
PHYS 111	Mechanics	5
and PHYS 112	Electricity and Magnetism	5
or		
BIO 111	Introductory Biology I	5
and BIO 112	Introductory Biology II	5

~~Note: Students who have successfully completed COMP 150 prior to September 2006 may use COMP 150 in place of COMP 152.~~

Bachelor of Social Work

In response to the discussion at the No. 27, 2015 UEC meeting regarding SWHS BSW Calendar changes, we have added the following:

**It was recommended that we add a statement in the Program description with reference to the School's work to support the Truth and Reconciliation recommendations

We have added the following:
In response to Truth and Reconciliation recommendations, the school's goals include respect for Aboriginal self-determination and a commitment to working in partnership with local First Nations communities.

**There was much discussion on the interview. The school had been completing group interviews until 2010/11 intake at which time we had changed our admission process and have since found the interviews were valuable. We have reviewed program descriptions of other programs who require interviews to ensure consistency.

We have added the following:
Interview with written assessment: Details are included in the BSW Application Package.
As part of the application process, candidates will be interviewed to confirm their potential to practice within the Social Work Code of Ethics and Standards of Practice. This is an expectation of all Bachelor of Social Work students enrolled in accredited schools of social work.

**In response to the section on Educational Equity. We have a SWHS Educational Equity policy.

We have added the following:
Educational Equity
As per SWHS Educational Equity Policy, the School of Social Work and Human Services has a commitment to increase the number of social work graduates from diverse populations.

**In response to the question of the Child Welfare Specialization Extended Certificate in the calendar

The Schoool has decided to keep information on this Certificate in the calendar.

Social Work and Human Services
ufv.ca/swhs

Bachelor of Social Work degree

The UFV Bachelor of Social Work program prepares social workers for professional practice, reflecting principles of social justice, equality, and respect for diversity. The BSW program ~~has full accreditation with~~ is fully accredited by the Canadian Association for Social Work Education (2012-2020). BSW graduates~~Students graduating with a BSW degree~~ meet UFV institutional learning outcomes and ~~the requirements of~~are eligible to apply for registration with the British Columbia College of Social Workers ~~for registration~~ (RSW).

In response to Truth and Reconciliation recommendations, the school's goals include respect for Aboriginal self-determination and a commitment to working in partnership with local First Nations communities.

Social work education is a critical process that respects diverse sources and forms of knowledge while encouraging dissent. UFV Social Work faculty are committed to scholarship, including debate on social work and social welfare, with particular attention to how social problems come to be defined and addressed. Program content addresses the structural barriers that prevent people from reaching their full potential. With a commitment to lifelong learning and a critical analysis of oppression, graduates will have the knowledge, skills, and professional social work values necessary to work collaboratively with individuals, families, groups, and communities in diverse and cross-cultural environments. The program contributes to the knowledge base of social work through partnerships with professional and local communities.

All individuals, families, groups, and communities are entitled to be treated with respect, justice, and without discrimination. Faculty seek to provide equitable educational opportunities and participation of those groups experiencing systemic oppression. Valuing our community base, we seek to promote social change.

Graduates will be prepared to work with individuals, families, groups, and communities in a variety of settings, funded by both government and non-government sources, including, but not limited to: child welfare, programs and services for women, immigration and cross-cultural services, family and community services, health care, mental health, corrections, addictions, services for the elderly, unemployment and income security programs, Aboriginal settings, and services and programs for people with disabilities and special needs.

Entrance requirements

Academic Entrance Requirements

1. Applicants must have ~~48~~ 60 general university-level ~~qualifying Arts and Science~~ credits by May 1st of the year of application. ~~(~~(48 of the 60 credits ~~which~~ must be Arts and Science electives - ~~see Note 2s 1 and 3)~~. A current list of Arts and Science courses is available at http://www.ufv.ca/swhs

- ~~Students who are conditionally admitted and who have not completed the 60 credits by May 1ˢᵗ of the year of application will have to re-apply for the next intake.~~
- ~~Pending available space, applicants who do not have 48~~ 60 credits by May 1st may be considered as 'conditional admits' to the program if the credits are completed by August 31ˢᵗ. ~~(see Note 1).~~
- ~~Students who are conditionally admitted and who have not completed the 48 credits by the end of the late summer semester will have to re-apply for the next intake (see Note 1).~~
- ~~Students who are conditionally admitted and who have not completed the 60 credits by May 1ˢᵗ of the year of application will have to re-apply for the next intake.~~

2. Students must have an overall GPA of 2.67 for the 60 course credits applied towards their BSW application. Students with a GPA lower than 2.67 will not be considered for admission.

~~courses applicable to the BSW.~~

3. These ~~48~~ 60 credits must consist of the following: ~~(see Note 1)~~:

- 6 credits of SOWK 110 and SOWK 210
- 54 general university transfer credits, ~~transfer~~ 48 of which are Arts and Science credits, including:
  - 3 credits of English composition (i.e. CMNS 155 or ENGL 105);
  - 3 credits of English literature (i.e. ENGL 108-170);
  - 3 credits of introductory statistics (i.e. STAT 104 or PSYC 110)
- ~~.~~
- ~~4. The 48 university-level qualifying Arts and Science credits must include the following (see note 1):~~

~~three credits in English composition (i.e. CMNS 155 or ENGL 105);~~

~~three credits of English literature (i.e. ENGL 108-170);~~

~~three credits of Human Development (i.e. SOWK 225 or PSYC 250);~~

~~and three credits of Introductory Statistics (i.e. STAT 104 or PSYC 110).~~

~~Recommended~~ courses:

~~3 credits of Sociology of Families (i.e., SOC 331 or SOWK 283) (see Note 12).~~

~~One of SOC 331 or SOWK 283 is a prerequisite for SOWK 483. SOWK 483 is a requirement of the BSW Child Welfare Specialization and is an elective in the BSW Generalist option.~~

~~Students who have completed a UFV Community Support Worker certificate or UFV Social Services diploma program may be eligible to receive~~ ~~up to 15~~ ~~a six credits~~ ~~block for the completed certificate and~~ ~~45~~ ~~a 12 credits~~ ~~block for the completed diploma. Students who have completed practica within~~while enrolled in ~~these programs may receive extra points on their application. These~~ ~~12 credits otherwise can come from any university-level UFV course or UFV assigned transfer credit~~, as long as they are deemed equivalent.~~(100-level or higher).~~

Students who have completed the UFV Community Support Worker Certificate or UFV Social Services Diploma Program can apply specific course credits towards the 60 credits required for the BSW application. ~~Further details can be obtained from the SWHS Program Advisor.~~

~~Note 1: As of September 2015, applicants will be required to have 60 credits by May 1st of the year of application. The 60 credits must include 54 credits of university-level credits (at least 42 credits of qualifying Arts and Science electives).~~

~~Note 1~~2: ~~Credit toward the 60 required credits for the BSW application is provided for only one of SOWK 225 or PSYC 250 and one of SOWK 283 or SOC 331.~~

Note 1~~2~~3: A current list of ~~qualifying~~ Arts and Science courses is available at http://www.ufv.ca/swhs/application-information--forms/ ~~ufv.ca/swhs~~.

Other entrance requirements

4~~5~~. Applicants must complete a minimum of ~~have~~ 400 hours of ~~recent (see Note 4),~~ paid or volunteer ~~supervised work~~ experience in the human services field supervised by a para-professional or professional.~~, either paid or voluntary, which may~~This can include hours in practica. ~~.~~

~~Note 4: The experience must be within three years of application. It is recommended that students be engaged in volunteer or paid supervised work in human services at the time of application.~~

5~~6~~. Program and personal suitability as determined through a personal interview and written assessment. Applicants will be accepted based on a ranking of those who provide the best evidence that they are prepared to successfully undertake the rigorous program requirements. ~~Readiness for and interest in social work~~ and demonstration of /personal suitability.

67. All applicants must be aware of, willing, and able to uphold the Social Work Code of Ethics and Standards of Practice.

8. Written assignment on campus at time of interview.

Note 5: Please see the Field Placement/Practica regulations and details' section below.

Students who do not meet these requirements might consider Open Studies.

Criminal record check

Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal records check. This is a requirement before students can participate in any practicum placements. Once admitted to the program, it is the student's responsibility to apply for a Criminal Record Review through the Ministry of Justice. Information on process is provided by the School.

When to apply

Applications deadline is January 31st. are accepted for entrance Admission to the BSW program is into the Fall semester only, with an application deadline of January 31. All completed applications submitted by January 31stthis date will be reviewed. Applications received after this date will be considered only if space permits. See specific intake application process for more information.

How to apply

Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission.

1. To be considered for admission to the Fall semester entrance (September), completed applications must be received by January 31 of the year of application.

UFV Application: apply online at ufv.ca/admissions/admissions/apply by January 31st.

To apply to the BSW program, all additional documents must be completed and submitted to OReg by January 31st. These documents are available at http://www.ufv.ca/swhs

Applicants are eligible to apply while completing a UFV Social Services Diploma provided all pre-requisite courses and the required 60 course credits for application will be successfully completed by May 1st of the year of application.

Applications received after January 31st may be considered, but only if space is available.

Admission to the BSW is on a competitive basis. Meeting the minimum requirements does not guarantee admission.

Fees and Additional Costs

2. Upon admission to the BSW program, students will be provided with registration information from OReg. Please see . A deposit is required upon registration (see the Fees and Other Costs section). This money deposit will be applied toward your tuitiontowards tuition fees. Final payment of all course fees is due at the end of the second week of classes.

3. In cases where interim transcripts are submitted, an admission decision may be made conditionally upon completion of academic requirements. Proof of completion of entrance requirements is due at the end of the first week in May for Fall admissions.

Additional documents required for a complete application::
Documents required for applications to be considered complete:

• UFV Application: apply online at ufv.ca/admissions/admissions/apply.

•Completed UFV online application

•Official, sealed transcripts (or interim transcripts) from all previous post-secondary institutions showing grade/course achievement as per entrance requirements.
• SWHS Additional Application Information Form detailing your past work/volunteer experience and education (available at http://www.ufv.ca/swhs/application-information--forms/ ufv.ca/admissions/forms).
• A personal statement (typed, double-spaced, between 800 to 1,000 words in length) to assess your professional suitability for social work.

 that addresses the following questions:
 i. Why do you want to become a social worker?
 ii. What kinds of life/work/volunteer experiences have you had that contributed to this decision?
 iii. What experiences have you had that prepare you for social work in a culturally diverse environment?
 iv. What do you see as the most pressing social problem or issue facing Canadian society? Why?
• Two recent satisfactory letters of reference from social workers or paraprofessionals who have supervised you in related human service work, practicum, or volunteer experience.supervisors should be submitted with your the application package. These must be on reference forms available from the School of Social Work & Human Services or they can be original, signed letters on letterhead, addressing the criteria on the reference forms.

Basis for admission decision

~~Applications will be reviewed using a point rating system.~~ Complete applications will be evaluated in the following areas: ~~according to the following categoriescriteria~~:

1. Academic ~~experience~~history/GPA~~, including/ GPA and number of credits (scored out of 4035). The higher the applicant GPA on required academic prerequisites, the more points awarded. GPA will be calculated using the UFV grading scale~~;

2. Interview with written assessment: Details are included in the BSW Application Package.

As part of the application process, candidates will be interviewed to confirm their potential to practice within the Social Work Code of Ethics and Standards of Practice. This is an expectation of all Bachelor of Social Work students enrolled in accredited schools of social work.

3~~2~~. Work and/or volunteer experience in the human services field ~~(scored out of 25)~~;

4~~3~~. Letters of reference ~~(scored out of 10); and~~

5~~4~~. ~~Applicant~~ Personal statement ~~(scored out of 25); and~~

6.~~5~~ Educational Equity. ~~Applicants who are part of traditionally marginalized groups and elect to identify themselves in their application material (scored out of 5).~~.

As per SWHS Educational Equity Policy, the School of Social Work and Human Services has a commitment to increase the number of social work graduates from diverse populations.

Criminal record check

Under the Criminal Records Review Act, students in a professional post-secondary program with a practicum component involving work with children and/or vulnerable adults must undergo a criminal records check. This is a requirement before students can participate in any practicum placements. Once admitted to the program, it is the student's responsibility to apply for a Criminal Record Review through the Ministry of Justice. Information on process is provided by the School.

Academic regulations

In completing the BSW program, students are required to have:
• a minimum of 60 credits of Social Work (SOWK) courses and a minimum of 60 credits of ~~qualifying Arts and Science courses.~~general university transfer credits (48 credits of which are arts and science electives).

~~(A minimum of 30 upper-level Social Work credits must be completed at UFV.)~~
• a minimum of 30 upper-level Social Work credits must be completed at UFV.~~maintain~~

• a minimum BSW program GPA of 2.67 to register for the field~~for practicum~~ placement~~s~~ and ~~2.67 for~~ graduation. ~~Students with a GPA of less than 2.67 will be required to withdraw.~~
• obtain a C ~~or~~ (2.0)or better in each SWHS course to ~~proceed~~continue in the program including the field placement.

~~. Students are required to retake SWHS courses where they receive a C (2.0) grade or lower. As per UFV policy a course can be taken twice.~~

~~Credits that~~ SWHS courses that are over 10 years old will not be considered for credit towards the BSW program.~~old may be stale-dated; students should check with the Program Advisor regarding transferability.~~

Acceptance into the program does not guarantee a field placement.

A ~~satisfactory~~ criminal record check clearance letter issued through the~~completed through the~~ Ministry of Justice is required prior to registering for the field placement.

The BSW program is a full time academic program that is completed over two years.

Students who are not able to complete the program over the two years are to notify the school.

~~Students needing to switch to Part-time students status may be required to complete additional requirements if it takes them more than five years to finish the third and fourth year courses. In planning their programs, part-time students should make particular note of course prerequisites, corequisites, and sequencing. Consulting with the Program Advisor before registering into specific courses is recommended. Enrolment to field education courses is particularly dependent on the student successfully completing the appropriate course corequisites and prerequisites.~~

~~Students in other degree programs may be granted permission to register in a maximum of two five upper level Social Work courses without being in admitted to the BSW program. Students must meet the prerequisites for these courses.~~ Taking SWHS courses through Open Studies does not guarantee eligibility for student admission to the BSW program.

Field placement/Practicum regulations and details

All students are required to complete two field placements in the BSW program. ~~Complete policies and procedures are outlined in the BSW Field Education Manual, available on the~~

SWHS website. Acceptance into the BSW program does not guarantee the student a field placement.

In accordance with the Criminal Records Review Act, completion of a BC Criminal Record Check is required before students can register for the field placement. This is the responsibility of the student.

Students who are on academic warning or subject to academic or non-academic student conduct proceedings will not ordinarily be permitted to register in the field placement.

To be eligible to apply register for the field placement, the following criteria and requirements must be met:apply:

- Completion of prerequisites with a grade of C or better as per Academic regulations
- Completion of co-requisites with a grade of C or better or
- Registration in co-requisites
- Submission of the BSW Field Application Request form
- Submission of a resume and cover letter in the required format
- Interview with the Field Education Coordinator
- Completion of the Practice Guideline Acknowledgment Form
- Criminal record check clearance letter issued by the Ministry of Justice
- BSW program GPA of 2.67

• completion of prerequisites
• BSW program GPA of 2.67
• acceptance into the program does not guarantee the student a field placement. AA satisfactory criminal record check completed through the Ministry of Justice is required prior to field placement.

The Field Education Coordinator will work collaboratively with each student to identify field placement sites which that respond to individual learning interests of students and meet the program criteria.

Field placement sites are located in the Fraser Valley and across the Lower Mainland. The School strives to place students in their home communities if possible. Students are responsible for transportation to and from field placement sites. Most field placements will require students to have a valid driver's license and access to an insured vehicle. Students are responsible for maintaining professionalism in the field placement.

Field placements in the BSW program are set up as block placements during the winter term from January to April. Part-time students do have the option of completing their field placement in the fall term from September to December. Students are expected make themselves to be

available to be in the field placement. Third-year field placements require students to be available for three days (21 hours) per week. Fourth-year field placements require students to be available for four days (28 hours) per week. Students are required to attend a mandatory bi-weekly seminar for both third- and fourth-year field placements.

- The School is not ordinarily able to facilitate evening or weekend placements. Students need to plan accordingly.

- Students must be available weekdays, during regular office hours
    - SOWK330 is three days a week for a total of 21 hours per week
    - SOWK430 is four days a week for a total of 28 hours per week

All field placements and field instructors are approved through the Field Education Coordinator. For complete details, please refer to the BSW Field Education Manual.

Students who have extensive social work experience supervised by a Social Worker prior to admission may be eligible to challenge the third-year field placement. Please refer to the BSW Field Education Manual for application criteria and approved process.

Any decisions about offering students the opportunity to Challenge the third year field placement (SOWK 330) will be at the sole discretion of the School.

PLAR/ Students cannot challenge SOWK330 with the same experience used to challenge a Diploma level field placement.

The fourth year field placement SOWK430 is not open to PLAR/Challenge.

Note: Admission to the program does not guarantee a field placement. The field placement requires a separate application process and all criteria must be met, including a criminal record check through the Ministry of Justice.

Graduation

It is the student's responsibility to apply for graduation by April 1st and ensure that all program requirements are met by April 30th. This should be done in consultation with the Program Advisor. http://www.ufv.ca/admissions/graduation/

Graduation requirements:

1. 60 credits of 100- and 200-level courses:
   - 6 credits of SOWK 1~~1~~0~~0~~ and 210
   - 54 credits of University-level credits (at least 4~~8~~2 credits must be ~~qualifying~~ Arts and Science electives)
2. 60 credits of 300- and 400-level courses:
   - 6 credits of 300- and 400-level ~~qualifying~~ Arts and Science electives
   - 54 credits of 300- and 400-level SOWK courses

~~Students must apply for graduation by completing a request to graduate form available at the Office of the Registrar. This must be done no later than April 1, with program requirements completed by April 30.~~

Program outline

(Subject to change as per CASWE Accreditation Standards.) http://caswe-acfts.ca/commission-on-accreditation/coa-standards/

Third year

Semester V (Fall)

Course	Title	Credits
SOWK 300	Social Work Practice with Individuals	3
SOWK 311	Social Work Theory and Ethics	3
SOWK 312	Legal Knowledge for Social Work Practice	3
SOWK 320	Anti-Racist and Cross-Cultural Social Work	3
Elective	Upper-level ~~qualifying~~ Arts and Science elective	3
Total		15

Semester VI (Winter)

Course	Title	Credits
Elective	SOWK Group A	3
SOWK 330	Practicum I (3 day~~s~~ per week, plus ~~one~~ bi-weekly seminar class~~es~~)	6
SOWK 392	Aboriginal Social Work	3

Elective	Upper-level ~~qualifying~~ Arts and Science elective	3
Total		15

Fourth year

Semester VII (Fall)

Course	Title	Credits
SOWK 404	Research Methods and Evaluation	3
SOWK 410	Social Policy Analysis	3
Electives	SOWK Group A	3
Elective	SOWK Group B	3
Elective	SOWK Group B	3
Total		15

Semester VIII (Winter)

Course	Title	Credits
SOWK 430	Practicum II (4 days per week, plus online seminar)	9
Elective	SOWK Group A or B	3
Elective	SOWK Group B	3
Total		15

Program Total		60

Electives

BSW students are required to complete a total of six SOWK electives (see below) and two upper-level Arts and Science electives. ~~University-level Arts electives which contribute to the breadth of the student's knowledge should be chosen in consultation with the Program Advisor.~~

SOWK Group A electives

Students must complete a minimum of two SOWK Group A electives:

Course	Title	Credits
SOWK 301	Social Work Practice with Groups	3
SOWK 380	Social Work and Community Development	3
SOWK 483	Family Centred Social Work	3

SOWK Group B electives

Students must complete four SOWK Group B electives unless they choose to complete all three Group A electives, in which case they are required to complete three Group B electives:

Course	Title	Credits
SOWK 394	Substance Misuse Issues	3
SOWK 450	Social Work in Health Care	3
SOWK 490	Gerontological Social Work	3
SOWK 491	Child Welfare	3
SOWK 493	Feminist Social Work	3
SOWK 496	Disability Issues	3
SOWK 497	Social Work in Mental Health	3

Child Welfare specialization

For program information on the Bachelor of Social Work — Child Welfare specialization, please see this section.

Certificate in Extended Studies in Social Work: Child Welfare specialization

Students who have completed the Bachelor of Social Work degree may be eligible to complete the requirements for the Child Welfare specialization. Please see this section for more details.

Course listings

For complete details on courses see the course descriptions section.

Memo for Program Changes

To: Chair of the Undergraduate Education Committee

From: Dr. Frank Ulbrich, Director, School of Business

Date: November 6, 2015

Subject: Program change: BBA Residency Requirement to include approved courses taken through Study Abroad at partnering universities.

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): Change is for clarification, and to support partnerships. This change allows for more mobility and opportunity for students participating in Study Abroad and is in the interest of the university.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: No new program outcomes.

4. What consideration has been given to indigenizing the curriculum? N/A

5. Will additional resources be required? If so, how will these costs be covered? No

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? No Impact. This change is a benefit to students.

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? No the core is not changing.

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.) No additional resources required.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. No change.

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. This change is revenue neutral.

Bachelor of Business Administration

[. . .]

Residency requirements

At least 50% of the course work must be completed at UFV, including at least 10 of the business courses numbered 300-499. ~~Approved c~~Courses taken at partnering universities through an approved Study Abroad student exchange ~~at partnering universities~~ may be used to meet residency requirements.

[. . .]

From: Rolf Arnold
Sent: January-18-16 11:25 AM
To: Amanda Grimson
Cc: Deborah Hawkes
Subject: HMT program

Hi Amanda
A note was sent to you some time ago from Deborah Hawkes stating our intent to add this program. Please pass along the following as an information item to UEC.

The Faculty of Applied & Technical Studies will be offering a Heavy Mechanical Trades Level 1 apprenticeship program.
This program is based on the ITA apprenticeship program outline which can be found at:
http://www.itabc.ca/sites/default/files/docs/partners/TCDA/heavy-duty-equipment-technician-outline-december-2015.pdf
I have attached the relevant pages 15 and 16 of the above document which outlines program topics and weightings. All of these topics are taught in our current Heavy Mechanical Foundation program, although as with all apprenticeship programs, this technical training is taught with more emphasis on the theory and less time spent on practical assignments, as these students have all had industry experience.

The program is 10 weeks in duration and is scheduled to start March 28th, 2016.

This program is based on one-time funding from the Ministry of Advanced Education as part of the LNG priorities and payment has already been included in the Faculty's budget.

I would be happy to answer any additional questions.
Thanks
Rolf

Rolf Arnold
Associate Dean, Faculty of Applied & Technical Studies
University of the Fraser Valley
5579 Tyson Road , Chilliwack BC
Office: 604-847-5600
Cell: 604-302-3980

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Program Overview

Training Topics and Suggested Time Allocation

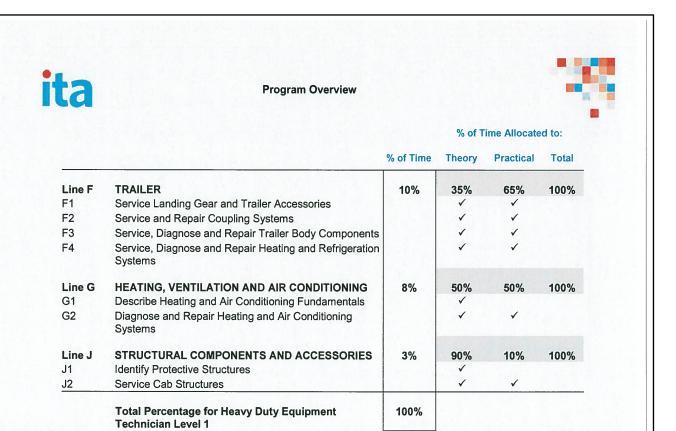## Heavy Duty Equipment Technician – Level 1

| | | | % of Time Allocated to: | | |
		% of Time	Theory	Practical	Total
Line A	**OCCUPATIONAL SKILLS**	**18%**	**55%**	**45%**	**100%**
A1	Use Safe Work Practices		✓	✓	
A4	Use Hand Tools, Power Tools, and Shop Equipment		✓	✓	
A5	Use Fasteners and Fittings		✓	✓	
A6	Lift and Support Loads		✓	✓	
A7	Operate Equipment		✓	✓	
A8	Use Shop Resources and Record Keeping Practices		✓	✓	
A9	Service Winch Wire Rope		✓	✓	
A10	Identify Lubricants		✓	✓	
A11	Service Bearings and Seals		✓	✓	
A13	Use Electronic Media		✓	✓	
A14	Use Cutting and Welding Equipment		✓	✓	
A16	Describe Diagnostic Procedures		✓		
Line B	**BRAKES**	**17%**	**30%**	**70%**	**100%**
B1	Service and Repair Hydraulic Brakes		✓	✓	
B2	Service and Repair Hydraulic Power Brakes		✓	✓	
B3	Service and Repair Air Brakes		✓	✓	
Line C	**HYDRAULICS**	**13%**	**40%**	**60%**	**100%**
C1	Describe Hydraulic Systems		✓		
C2	Service Hydraulic Components		✓	✓	
Line D	**ELECTRICAL**	**17%**	**55%**	**45%**	**100%**
D1	Describe Electricity		✓		
D2	Use Electrical Testing Instruments		✓	✓	
D3	Service and Diagnose Batteries		✓	✓	
D4	Service Charging Systems		✓	✓	
D6	Service Starting Systems		✓	✓	
D8	Service Electrical Circuits		✓	✓	
Line E	**FRAMES, STEERING AND SUSPENSION**	**14%**	**30%**	**70%**	**100%**
E1	Service and Diagnose Tires, Wheels, and Hubs		✓	✓	
E2	Service Steering Systems		✓	✓	
E4	Service, Diagnose and Repair Suspension Systems		✓	✓	
E6	Diagnose and Repair Frames		✓	✓	

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Program Overview

		% of Time	% of Time Allocated to:		
			Theory	Practical	Total
Line F	**TRAILER**	**10%**	**35%**	**65%**	**100%**
F1	Service Landing Gear and Trailer Accessories		✓	✓	
F2	Service and Repair Coupling Systems		✓	✓	
F3	Service, Diagnose and Repair Trailer Body Components		✓	✓	
F4	Service, Diagnose and Repair Heating and Refrigeration Systems		✓	✓	
Line G	**HEATING, VENTILATION AND AIR CONDITIONING**	**8%**	**50%**	**50%**	**100%**
G1	Describe Heating and Air Conditioning Fundamentals		✓		
G2	Diagnose and Repair Heating and Air Conditioning Systems		✓	✓	
Line J	**STRUCTURAL COMPONENTS AND ACCESSORIES**	**3%**	**90%**	**10%**	**100%**
J1	Identify Protective Structures		✓		
J2	Service Cab Structures		✓	✓	
	Total Percentage for Heavy Duty Equipment Technician Level 1	**100%**			