



**UNDERGRADUATE EDUCATION COMMITTEE (UEC)**  
**December 16, 2016 - 10:00 AM**  
**A253**

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**1.1.**

**2. APPROVAL OF UEC MINUTES**

3 - 5      **2.1.**    UEC draft minutes: November 25, 2016

**3. COURSE OUTLINES**

6 - 9      **3.1. Business**

Changes including prerequisites: BUS 245

MOTION: To approve the BUS 245 course outline as presented.

10 -      **3.2. Economics**

14      Cross-listing as GEOG 361: ECON 361

MOTION: To approve the ECON 361/GEOG 361 course outlines as presented.

15 -      **3.3. Geography and the Environment**

24      Changes including cross-listing as ECON 242: GEOG 242

Review with changes including prerequisites: GEOG 440

MOTION: To approve the GEOG 242/ECON 424 course outline as presented.

MOTION: To approve the GEOG 440 course outline as presented.

25 -      **3.4. English**

33      Review with changes including title and prerequisites: ENGL 210

Review with changes including prerequisites: ENGL 215

MOTION: To approve the ENGL course outlines as presented.

34 -      **3.5. Mathematics**

39      New course: MATH 123, Everyday Math and Stats

Page

MOTION: To approve the new MATH 124 course outline as presented.

40 -  
64

**3.6. Visual Arts**

Review with changes including prerequisites: AH 204

Review with changes: FILM 120

Review with changes including title and prerequisites: VA 223

Review with changes including title: VA 224

Review with changes including prerequisites: VA 321

Review with changes: VA 322

MOTION: To approve the AH, FILM, and VA course outlines as presented.

**4. PROGRAMS**

65 -  
86

**4.1. Arts**

Change to entrance and program requirements: Liberal Arts diploma

MOTION: To recommend approval of the changes to the Liberal Arts diploma as presented, effective September 2017.

87 -  
91

**4.2. Modern Languages**

Revisions: Framework for Proficiency certificates in Modern Languages

MOTION: To approve the revised Framework for Proficiency certificates in Modern Languages as presented.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Policy Subcommittee membership**

**6. INFORMATION ITEMS**

92 -  
171

**6.1. Trades**

Apprenticeship program: Heavy Duty Equipment Technician - Level Two

Apprenticeship program: Plumber - Level Two

Harmonization: Welding program

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

ENGL 208

GD 101, 157

GEOG 130, 344

MATH 124

**7. ADJOURNMENT**



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

November 25, 2016  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Teresa Arroliga Piper, Maria Bos-Chan, Sue Brigden, Rhonda Colwell, Heather Compeau, Jared De Bruin, Nancy Goad, David Johnston, Bruce Kirkley, Emilio Landolfi, David McGuire, Elaine Newman, Samantha Patridge, Eric Spalding, Ben Vanderlei, Simon Xi  
**ABSENT:** Adrianna Bakos, Vlad Dvoracek, John English, Peter Geller, Shirley Hardman, Ceilidh Hart, Kirsten Robertson, Mary Saudelli, Arashpreet Tamber  
**GUESTS:** Margret Bollerup, Jeff Chizma, Heather Davis-Fisch, Marlene Murray, Steven Schroeder, Hilary Turner  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: Oct. 28, 2016**

**MOTION:**

To approve the draft minutes as presented.

CARRIED

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

##### **3.1. English**

Change to prerequisites: ENGL 105

Prerequisites are being changed to reflect the changes to the English Language Proficiency requirements.

**MOTION:**

To approve the ENGL 105 course outline as presented.

CARRIED

##### **3.2. Mennonite Studies**

Review with changes: MENN 100

Review with changes including prerequisites: MENN 300

**MOTION:**

To approve the MENN 100 course outline as presented.

CARRIED

**MOTION:**

To approve the MENN 300 course outline as presented.

CARRIED

**3.3. Physics**

New course: PHYS 375, Radiobiology and Radiation Protection

**MOTION:**

To approve the PHYS 375 course outline as presented.

CARRIED

**3.4. Theatre**

Changes including title and prerequisites: THEA 290

Changes including title: THEA 295

Changes including prerequisites: THEA 299

H. Davis-Fisch confirmed that transfer credit exists for all three courses.

**MOTION:**

To approve the THEA course outlines as amended:

- THEA 290 total hours: 45 ~~minimum~~
- THEA 295 total hours: 45 ~~minimum~~
- THEA 299 total hours: 60 ~~minimum~~

CARRIED

**4. PROGRAMS**

**4.1. Biology**

Change to program requirements: Biology minor (BSc)

UEC appreciated the Biology department submitting a response to questions raised at the September meeting. However, as there were additional questions and a representative did not attend, this item will be postponed. As similar changes to the Biology extended minor are also in the approval process, it was also suggested that both items should come to UEC at the same time.

**MOTION:**

To postpone the changes to the Biology minor (BSc) program requirements until a representative can attend UEC.

OPPOSED: 1

CARRIED

Change to declaration requirements: Bachelor of Science, Biology major and minor

**MOTION:**

To approve the declaration requirements for the Bachelor of Science, Biology major and minor as presented, effective September 2017.

ABSTENTION: 1

CARRIED

**5. OTHER BUSINESS/DISCUSSION ITEMS**

**5.1. Policy Subcommittee membership**

**UEC Draft Minutes  
25 Nov 2016**

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T. Arroliga Piper agreed to sit on this subcommittee in one of the two vacant Faculty member positions, and S. Brigden will fill the Dean's position.

Two other UEC members expressed an interest in this subcommittee, but as neither holds a Faculty position on UEC, the only available position is UEC member at large. As one of the candidates was not able to attend the meeting, both will be asked to prepare a statement ahead of the December UEC meeting and ballots will be available for an election.

This subcommittee will be finalized in December. Membership currently includes:

- UEC Chair: Eric Spalding
- Registrar or designate: David Johnston
- Two UEC Faculty members: Teresa Arroliga Piper, [vacant]
- UEC Advisor: Simon Xi (two-year term)
- IR representative: Donna Alary
- Dean: Sue Brigden
- UEC member at large: [vacant] (two-year term)

**6. INFORMATION ITEMS**

**6.1. Bachelor of Social Work entrance requirements**

**6.2. Updated membership and Terms of Reference**

**7. ADJOURNMENT**

The meeting was adjourned at 11 am.

**Memo for Course Changes**

To: UEC

From: Dr. Raymond Leung and Dr. Frank Ulbrich, School of Business

Date: Sep 9, 2016

**Subject: Proposal for revision of BUS 245 Personal Wealth Creation**

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: Update the descriptions and language of the course outline, add “and at least 15 university credits” to the prerequisites. This is necessary otherwise students could take this second year course in their first semester in first year.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): No substantial 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)? N/A
6. What consideration has been given to indigenizing the curriculum? Applications and cases where applicable.
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: 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: \$150 for textbook

**CWC comments and responses:**

- The previous description indicated that this course is intended for non-business students. Is that still the case?  
*The course is designed to cater to both business and non-business students. Hence, the restriction has been taken out of the description to make this course available to all UFV students.*
- Increase in prerequisites will require notice in the calendar prior to implementation.  
*It has been noted that notice is required to add 15 university credits. It is, however, important a student should have completed some university credits before taking this course. Rather than specific courses, the 15 university credit minimum limit is sufficient.*
- The department may want to consider spelling out specific prerequisites rather than referring back to MATH 141.  
*It is preferred to refer to MATH 141 pre-requisites rather than spelling them out. Any potential change in the MATH 141 pre-requisites would otherwise trigger a revision of BU 245.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** Fall 2007  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) September 2019  
**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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> BUS 245                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Personal Wealth Creation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Professional Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> School of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Personal Financial Planning is important for everyone in every stage of life. This fundamental course provides general principles and concepts involved in comprehensive personal financial planning and wealth creation.                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Prerequisites for MATH 141. Note: As of January 2018, prerequisites will change to the following: Prerequisites for MATH 141 and 15 university-level credits.                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">20</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">25</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Seminars/tutorials/workshops | 25 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Dr. Frank Ulbrich                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> October 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> October 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> November 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Dr. Tracy Ryder Glass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> October 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



**BUS 245**

**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:

- LO 1. Prepare personal financial statements, including a spending plan, cash flow statement and statement of net worth.
- LO 2. Apply basic knowledge of personal income tax into their financial planning process.
- LO 3. Calculate various credits and needs in insurance coverage for their financial plan.
- LO 4. List the features of several investment options for their wealth management.
- LO 5. Compare the advantages and disadvantages of renting or buying a house.
- LO 6. Apply aspects and concepts of retirement and estate planning.

**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, discussion, student presentation, numerical and qualitative problem-solving

**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. Madura, J.              | Personal Finance                     | <input checked="" type="checkbox"/> | Pearson Education Canada |      |
| 2.                         |                                      | <input type="checkbox"/>            |                          |      |
| 3.                         |                                      | <input type="checkbox"/>            |                          |      |
| 4.                         |                                      | <input type="checkbox"/>            |                          |      |

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

A calculator approved by the UFV School of Business. (See the UFV School of Business website).

**Typical Evaluation Methods and Weighting**

|                                 |     |              |     |                   |     |            |      |
|---------------------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:                     | 50% | Assignments: | 10% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests:                  | 10% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Class attendance/participation: | 5%  | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Module 1: Introduction to personal financial planning & income tax

- Financial planning – an introduction
- Personal financial statement
- Tax concepts for financial planning

Assignments and quizzes (LO 1–2)

Module 2: Time value of money and credit

- Applying time value of money
- Assessing, managing, and securing your credit

Assignments and quizzes (LO 2–3)

Midterm exam (LO 1–)

Module 3: Comprehensive personal financial planning

- Personal loans
- Purchasing & financing a home
- Insurance as protection for personal wealth
- Investments in stocks, bonds, and mutual funds
- Retirement and estate Planning

Assignments, quizzes, and final exam (LO 4–6)

**Memo for Course Changes**

To:

From: Dr. Michael Maschek, Department Head (Economics)

Date: August 30, 2016

**Subject: Proposal for revision of ECON 361**

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: **Cross-listing ECON 361 as GEOG 361**

2. Rationale for change:

**Local, national and global challenges relating to the distributional and environmental impacts of economic organization have brought economics and geography closer together. This course contains curriculum now considered applicable across programs in both geography and economics.**

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)?

**Geography and the Environment (GATE), College of Arts**

6. What consideration has been given to indigenizing the curriculum? **Instructor will use real world examples and traditional ways of knowing to illustrate the ways that aboriginal use and knowledge in the economic world.**
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?  
N/A
10. Estimate of the typical costs for this course, including textbooks and other materials:  
As per ECON 361

**CWC comments and responses:**

- Is the department open to expanding the prerequisites for Geography students, or are ECON 100 and 101 still necessary?  
*As part of the program review currently underway, the Economics Curriculum Committee is currently reviewing prerequisites of \*all\* its upper-level courses, including this one. It is likely that the requirement for ECON 101 will be dropped and "or instructor permission" will be added. However, in the meantime, students with sufficient quantitative backgrounds (such as those Geography students for whom ECON 361 is of interest) may attain instructor permission for entry into the course.*
- This course is just past its review date of March 2016 (the outline notes March 2014, but that was before the review cycle was changed from four to six years). The Screening Subcommittee suggests that a review be completed at this time.  
*The department is currently in the process of its program review. As part of the review, all courses and the relationship between curriculum and program outcomes is being assessed. This course, along with many others, will be brought through the institutional review process following the completion of this review.*



ORIGINAL COURSE IMPLEMENTATION DATE: April 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2016  
 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ECON 361                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Environmental Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course explores the proper role of government regulation regarding the environment. Students will study the economic framework used to estimate the costs and benefits of environmental policies. This framework will be used to evaluate various applied policy questions, including: What is the relationship between economic growth and environment quality? How much pollution should there be? What are the costs of climate change? Are we running out of resources?</p> <p>Note: This course is offered as ECON 361 and GEOG 361. Students may take only one of these for credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | 45 university-level credits including ECON 100 and ECON 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>GEOG 361</b><br>Equivalent course(s): <b>GEOG 361</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table>                                                                          |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Maximum enrolment (for information only):</b> 28<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Vladimir Dvoracek                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of posting:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ECON 361

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:

- Distinguish between levels of pollutants that have improved versus those which have deteriorated as industrialization has progressed;
- Use a production possibilities frontier model to explain different patterns of growth and environmental change;
- Assess basic analytical tools such as willingness-to-pay, the equimarginal principle, and the difference between total social value and marginal social value;
- Evaluate some of the measurement issues which arise in environmental policy;
- Compare and contrast concepts such as benefit-cost analysis, cost-effectiveness analysis and environment impact analysis;
- Select and adapt economic models to address key issues in environmental economics.

## 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 will develop theories and apply them to problems in environmental economics. There will be extensive use of graphing and problem solving. Formal analytic analysis and the economic intuition that underlies it are used.

**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. Tietenberg and Lewis    | Environmental Economics and Policy   | <input checked="" type="checkbox"/> | Pearson   | 2010 |
| 2.                         |                                      | <input type="checkbox"/>            |           |      |
| 3.                         |                                      | <input type="checkbox"/>            |           |      |
| 4.                         |                                      | <input type="checkbox"/>            |           |      |
| 5.                         |                                      | <input type="checkbox"/>            |           |      |

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

## Typical Evaluation Methods and Weighting

|                |     |                |     |                   |   |            |      |
|----------------|-----|----------------|-----|-------------------|---|------------|------|
| Final exam:    | 30% | Assignments:   | 20% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 20% | Lab work:      | %   | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Presentations: | 20% | Other:            | % | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

- Economics and the Environment, Nature of the Problem
- Analytical Models and Framework of Analysis
- Environmental Analysis
- Environmental Intervention Strategies and Associated Policy Issues
- Economics of Natural Resource Allocation - Renewable and Non-renewable
- Economic Development and Sustainability
- Selected Issues/Applications



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) March 2016  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> GEOG 361                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Course Full Title:</b> Environmental Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Department (or program if no department):</b> Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ECON 361</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b><br>This course explores the proper role of government regulation regarding the environment. Students will study the economic framework used to estimate the costs and benefits of environmental policies. This framework will be used to evaluate various applied policy questions, including: What is the relationship between economic growth and environment quality? How much pollution should there be? What are the costs of climate change? Are we running out of resources?<br><br>Note: This course is offered as ECON 361 and GEOG 361. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45 university-level credits including ECON 100 and ECON 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>ECON 361</b><br>Equivalent course(s): <b>ECON 361</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                         | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Steven Marsh                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of posting:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**Memo for Course Changes**

To: Rachel Letkeman, Alisa Webb, Michael Maschek

From: Steven Marsh, Department Head Geography and the Environment

Date: September 7, 2016

**Subject: Proposal for revision of GEOG 242**

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: **Cross-listing**

2. Rationale for change:

Local, national and global challenges relating to the distributional and environmental impacts of economic organization have brought economics and geography closer together. This course contains curriculum now considered applicable across programs in both geography and economics. Other first year human geography courses have been added as well as an agriculture class as a prereq, as well two first year ECON classes are now prereqs.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **Learning outcomes have been changed to more directly align with both GATE and ECON learning 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)?

**Economics, Faculty of Social Science, College of Arts**

6. What consideration has been given to indigenizing the curriculum? **Instructor will use real world examples and traditional ways of knowing to illustrate the ways that aboriginal use and knowledge in the economic world.**
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:  
Textbook approximately \$120





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** June 2018  
**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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 242                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Course Full Title:</b> Economic Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> GATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Calendar Description:</b><br><br>Concepts and methods of economic geography. Focus on the spatial distribution of and interactions between natural resources and energy, manufacturing, and services in the capitalist economy. Additional consideration of geographies of innovations, competition, and inequality, and of firm location decisions.<br><br>Note: This course is offered as GEOG 242 and ECON 242. Students may take only one of these for credit.                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: AGRI 142, BUS 100, ECON 100, ECON 101, GDS 100, GEOG 111, or GEOG 140.                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>ECON 242</b><br>Equivalent course(s): <b>ECON 242</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Department / Program Head or Director:</b> Dr. Michelle Rhodes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> October 14, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |

**GEOG 242**

**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:

1. Apply core economic geography concepts and theory to case study research and current events.
2. Provide written analysis of spatial decision-making by labour, firms, and other economic institutions.
3. Identify the ways in which value is added to commodities, and what this entails for how resource-dependent regions develop.
4. Generate argument with regard to the relative value of locations, innovation, and networks in a global economy.
5. Collaborate with peers to manage tasks and generate an original project.

**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)**

Problem-based learning in conjunction with lecture and course 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 |
|----|------------------------------|----------------------------------------------------|-------------------------------------|-----------|------|
| 1. | Hayter. R., and J. Patchell, | Economic Geography: An Institutional Approach (2e) | <input checked="" type="checkbox"/> | Oxford    | 2015 |
| 2. |                              |                                                    | <input type="checkbox"/>            |           |      |
| 3. |                              |                                                    | <input type="checkbox"/>            |           |      |
| 4. |                              |                                                    | <input type="checkbox"/>            |           |      |
| 5. |                              |                                                    | <input type="checkbox"/>            |           |      |

**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: | %    |
| Class Presentation: | % | Other:       | % | Other:            | % | Total:     | 100% |

**Details (if necessary):**

Short Essays (4-5) :30%

Quizzes: 20%

Group Project:

Proposal: (5%)

Rough Draft (10%)

Presentation: (10%)

Final Development strategy: (15%)

Reflection: 10%

**Typical Course Content and Topics**

Week 1: Introduction to Course: Capitalism, Space, and Spatial Fixity  
 Week 2: Cities from Scratch: What instant cities tell us about spatial decision-making  
 Week 3: Capitalism and Markets: Geographies of Innovation and Inequality  
 Week 4: Innovation, Competitive Advantage, and Competitive Places: Labour Markets  
 Week 5: Business Location and Location Theory  
 Week 6: Government and NGOs as Actors and Influencers  
 Week 7: The Diffusion and Development of Basic Activities: Manufacturing and Services  
 Week 8: Non-Basic Activities in the Post-Industrial Economy  
 Week 9: Transportation and Telecommunications: The Arteries of Commerce  
 Week 10: Urban Planning  
 Week 11 and 12: Rural Development Resources: Global Commodities Production and Trade  
 Week 13: Presentations



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) June 2018  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ECON 242                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Course Full Title:</b> Economic Geography<br><b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Department (or program if no department):</b> Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>GEOG 242</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Calendar Description:</b><br>Concepts and methods of economic geography. Focus on the spatial distribution of and interactions between natural resources and energy, manufacturing, and services in the capitalist economy. Additional consideration of geographies of innovations, competition, and inequality, and of firm location decisions.<br><br>Note: This course is offered as GEOG 242 and ECON 242. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | One of the following: AGRI 142, BUS 100, ECON 100, ECON 101, GDS 100, GEOG 111, or GEOG 140.                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                 | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>GEOG 242</b><br>Equivalent course(s): <b>GEOG 242</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                            | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Dr. Michael Maschek                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date approved:</b> September 1, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date of posting:</b> October 14, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Dean/Associate VP:</b> Dr. Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**Memo for Course Changes**

To: Alisa Webb, Associate Dean College of Arts, Chair College of Arts Curriculum Committee

Cc: Lisa Matty, Committee Assistant (Auxiliary), Amanda Grimson, UEC Assistant

From: Steven Marsh, Department Head

Date: 2016 August

**Subject: Proposal for revision of GEOGRAPHY 440**

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: Sample content and texts

2. Rationale for change:

**This course was due for its 6-year review, and is now being delivered by multiple instructors, primarily through independent studies. The changes reflect the broadening of the course to new topics (and student audiences); new sample content and text references are included.**

**The pre-requisites have been updated because: 1) the old pre-requisites reflect a program structure that has changed (e.g. GEOG 343 is no longer offered), and 2) the topics offered may appeal to students outside Geography. Students with upper-level standing and some background in the Social Sciences and/or Business should be well prepared for this course.**

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

**The language of the learning outcomes has been updated to include outcomes that can be evaluated after the course has concluded.**

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

**N/A**

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

**None**

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

**The course is offered as special topics, and as such, the degree to which is the course Indigenized would be topic-dependent. For instance, a special topics course on Canada's housing policy would deal with Aboriginal housing needs and policy, while a course on 'Big Box' retail is less likely to integrate content or research involving Indigenous peoples.**

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)

**No changes in these areas**

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

**Self-funded (all are local)**

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

**\$50-\$80**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2010  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|----|--------------------------------------------|--|----------------------------|----|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 440                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Full Title:</b> Advanced Research Topics in Urban Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Adv. Urban Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> GATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Calendar Description:</b><br>Advanced research and analysis on a specific topic in urban geography. The topic selected by the course instructor will be publicized in the semester prior to the start of the course.                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: GEOG 343, GEOG 344, GEOG 345, GEOG 360, GEOG 361, ANTH 325/SOC 325, or (60 university-level credits including at least six credits in Geography, Anthropology, Business, History, Sociology, or Political Science). Note: As of January 2018, prerequisites will change to the following: 60 university-level credits, including at least 6 credits in Geography, Anthropology, Business, History, Sociology, or Political Science.                                                                        |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>20</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td>10</td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td>10</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours | 10 | Experiential (practicum, internship, etc.) |  | Online learning activities | 10 | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 28<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> every other year                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Department / Program Head or Director:</b> Steve Marsh                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> December 16, 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |    |                                            |  |                            |    |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                             |  |

**Learning Outcomes**

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

- Provide advanced written explanation of the substance of the special topic and its place within, and relevance to, urban geography.
- Critically apply the geographer's approach to the topic, with particular emphasis on the methods of urban geographic analysis.
- Effectively utilize field and library research techniques in urban geography.
- Integrate relevant literature into a major research project,
- Persuasively discuss central course themes and concepts.

**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)**

GEOG 440 is primarily an advanced lecture, seminar, and research methods course. Students will be expected to read a sizable portion of the course reading list, critically research, assess and summarize material, and present reflections and conclusions in class. Depending on course content, fieldwork will likely be expected.

**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 |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------|------|
| <i>For a section on Canadian Housing or Housing Policy, texts may include</i>                   |                                                                                                         |                          |                                         |      |
| 1. Ennals, Peter and D. W. Holdsworth                                                           | Homeplace: The making of the Canadian dwelling over three centuries                                     | <input type="checkbox"/> | University of Toronto                   | 2011 |
| 2. Pomeroy, S.                                                                                  | A Time for Action: A National Plan to Address Aboriginal Housing                                        | <input type="checkbox"/> | National Aboriginal Housing Association | 2009 |
| <i>For a section on Big Box Stores and the Retail Landscape (GEOG 440d), texts may include:</i> |                                                                                                         |                          |                                         |      |
| 3. EIU                                                                                          | Retail 2022: How the Economic Intelligence Unit Sees the Retail Landscape Changing over the Next Decade | <input type="checkbox"/> | The Economist                           | 2012 |
| 4. Ruane, J                                                                                     | Introducing Social Research Methods: Essentials for Getting the Edge                                    | <input type="checkbox"/> | Wiley                                   | 2016 |
| 5. Parachuri, J, et al                                                                          | The Wal-Mart Effect: Wave of Destruction or Creative Destruction?                                       | <input type="checkbox"/> | <i>Economic Geography</i>               | 2009 |

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

There may be mandatory field trips with additional fees. Details are available on Geography website and the course outlines distributed in class.

**Typical Evaluation Methods and Weighting**

|                            |     |                        |     |                           |     |                  |      |
|----------------------------|-----|------------------------|-----|---------------------------|-----|------------------|------|
| Final exam:                | %   | Assignments:           | %   | Midterm exam:             | 20% | Practicum:       | %    |
| Quizzes/tests:             | %   | Lab work:              | %   | Data Collection (Field) : | 15% | Ethics Exercise: | 10%  |
| Research Report or Poster: | 30% | Research Presentation: | 10% | Seminar Discussion:       | 15% | Total:           | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Sample outline for **Geography of Housing:**

- Week 1: Historical context: an overview of shelter in post-colonial North America.
- Week 2: Theoretical perspectives on the urban geography of housing: the political economy of housing.
- Week 3: Origins of housing as a "commodity": forms of housing consumption.
- Week 4: Housing policy (a): the federal role.
- Week 5: Housing policy (b): the provincial/state and municipal roles.
- Week 6: Aboriginal Housing Policy
- Week 7: How do houses get built in North America? The construction sector.
- Week 8: Architecture and design: (a) the Arts and Crafts bungalow; Architecture and design: (b) mid-century modern.
- Week 9: Meaning and operation of the housing "market".
- Week 10: Non-market approaches to housing.
- Weeks 11-12: Current trends and alternatives in residential design.
- Weeks 12-13: Presentations

Sample outline for **Urban Policy:**

- Weeks 1-3: An introduction to the study of the selected topic within the context of urban geography; key concepts, theories, and methodologies; current debates in the literature.

**GEOG 440****University of the Fraser Valley Official Undergraduate Course Outline**

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|                                                                   |                                                                                                                                                                                                                            |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weeks 4-5:                                                        | Role of the selected topic in the history and current context of the North American city.                                                                                                                                  |
| Weeks 6-7:                                                        | Urban policy responses to issues related to the selected topic.                                                                                                                                                            |
| Weeks 8-9:                                                        | Local applications related to the selected topic – focus on the urban form of the Vancouver urban region, including Abbotsford, Mission, and Chilliwack.                                                                   |
| Weeks 10-12:                                                      | Additional research perspectives and application of selected topic in the field; urban site visits.                                                                                                                        |
| Week 13:                                                          | Presentation of term research projects.                                                                                                                                                                                    |
| Sample outline for <b>Socio-Spatial Impact of Big Box Stores:</b> |                                                                                                                                                                                                                            |
| Week 1:                                                           | Course format, expectations, and evaluation; introduction to retail geography as sub-discipline                                                                                                                            |
| Weeks 2-3:                                                        | Retail landscapes and globalizing forces: evolution, analysis, and change; Literature review—development and techniques                                                                                                    |
| Weeks 3-4:                                                        | Mapping the lower mainland's retail geographies; Ethics in urban geography research; developing a question and conducting a research ethics review                                                                         |
| Weeks 5-6:                                                        | Field work and data analysis in retail geography—methods and outputs; research design                                                                                                                                      |
| Weeks 7-8:                                                        | The Post-2008 Expansion of American retailers (Target, Lowe's, Cabelas, etc.) into the lower mainland; Big Box on-line: Amazon's footprints in retail geographies and small community development (field trip: Sumas, WA). |
| Weeks 9-10:                                                       | The other landscape of retail consumption: the home space as 'big box' (renovations, storage, design); data evaluation (workshop critique)                                                                                 |
| Weeks 11-13:                                                      | Presentation of term projects; Self-evaluation of research process; Communicating one's findings to multiple audiences                                                                                                     |



**Memo for Course Changes**

To: College of Arts Curriculum Committee, UEC

From: Hilary Turner (Chair, Department of English)

Date: 27 April 2016

**Subject: Proposal for revision of ENGL 210**

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: **Six-year revision. In process of revising the course, changes have been made to the course title, calendar description, delivery methods and learning outcomes, and updates have been made to the prerequisites and list of recommended texts/ resource materials.**

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

**Learning outcomes (LOs) for the course have, in general, been updated, revised and expanded from the previous iteration. One departmental LO for second-year English courses is to “create an awareness of theoretical perspectives” something that is now emphasized in learning outcome #3 for ENGL 210, which notes that students will be introduced to different critical approaches to writing and composition. Other relevant departmental outcomes are for students to be able to “make connections among several texts” and to “sustain a written argument of at least 1750 words” on a literary text. As indicated by learnings outcomes #1 and #2, Students in ENGL 210 will not only be cultivating skills in drawing connections between texts and in writing sustained arguments, but they will be taught how to apply these skills to both literary and non-literary essays, as well as in academic and non-academic writing contexts.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **N/A**
5. Which program areas have been consulted about the change(s)? **N/A**

6. What consideration has been given to indigenizing the curriculum? **One focus of ENGL 210 will be on the social value of essay writing – alongside related non-fiction prose genres – as a tool for empowerment and change. In this context, effort has been made to incorporate Indigenous voices and issues in the reading list, course content and assignments as exemplary samples of writing that, in various ways, aspire to use language to impact audiences, challenge received values and beliefs, and effectuate change in the world. Suggested texts in the course readings now include: Arthur Manuel from *Unsettling Canada*; Chief Dan George “Lament for Confederation”; Mary Englund “School” (From her memoir of the Fraser Valley Residential School System); Thomas King from *The Inconvenient Indian*; and Neal McLeod “Cree Poetic Discourse”**
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: **75\$**



ORIGINAL COURSE IMPLEMENTATION DATE: June 1977  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|-------------------------------------------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 210                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> The Art of the Essay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Advanced methods, approaches and concepts of critical essay writing. Building on skills acquired in introductory writing courses, this course covers non-fiction prose genres, in both academic and non-academic contexts.                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | One of the following: (two 100-level ENGL courses ENGL 105 or higher) or (B or better in ENGL 105) or (CMNS 125 and CMNS 251) or (CMNS 155 and CMNS 251). Note: As of January 2018, prerequisites will change to one of the following: (two 100-level ENGL courses ENGL 105 or higher) or (B or better in ENGL 105).                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: Writing workshops, peer critique</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Writing workshops, peer critique |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Writing workshops, peer critique                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Maximum enrolment (for information only):</b> 26<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> One section every two years                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of posting:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                                       |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Produce effective non-fiction genres, adapted to various audiences, contexts and aims.
2. Apply critical and imaginative thinking to create, develop, propose, research, organize, draft, peer-review and revise writing projects.
3. Define and describe key concepts in and major scholarly approaches to writing and composition studies.
4. Identify the markers of genre in course readings.
5. Identify, compare and employ distinct conventions, expectations and aims of academic and non-academic discourse.

**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, discussion, group and individual exercises

**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. Giltrow, Janet (et al)  | Academic Writing. 3rd ed.                                                                                                                 | <input type="checkbox"/> | Broadview Press | 2014 |
| 2. Roberts, Tammy (et al)  | The Broadview Anthology of Expository Prose                                                                                               | <input type="checkbox"/> | Broadview Press | 2011 |
| 3. N/A                     | Coursepack with supplemental readings, including samples of writing from Indigenous authors (see samples in Typical Course Content below) | <input type="checkbox"/> | N/A             | N/A  |
| 4.                         |                                                                                                                                           | <input type="checkbox"/> |                 |      |
| 5.                         |                                                                                                                                           | <input type="checkbox"/> |                 |      |

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

**Typical Evaluation Methods and Weighting**

|                           |     |              |     |                   |   |            |      |
|---------------------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:               | 20% | Assignments: | 75% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:            | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Attendance/Participation: | 5%  | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Assignments will include essays and exercises.

**Typical Course Content and Topics**

**Week 1** Introduction, course overview

**Readings:** James Trefil "Unexpected Vistas"; E.B. White "Once More to the Lake"

**Week 2** Approaches to writing: classical, traditional, process, post-process

**Readings:** George Orwell "Politics and the English Language"; Strunk and White from *Elements of Style*; Giltrow, Introduction; Steven Pinker from *The Sense of Style*

**Assignment:** Informal personal essay

**Week 3** Genre theory and writing

**Readings:** Giltrow, Section I "Introducing Genre"; Frank Smith "Language: Written and Spoken"

**Week 4** Academic and non-academic writing

**Readings:** Giltrow, "Orchestrating Voices"; Bronwyn Williams "Home and Away: The Tensions of Community, Literacy, and Identity"; Peter Singer "Speciesism and the Equality of Animals"; Irene Pepperberg, "from *Alex & Me: How a Scientist and a Parrot Uncovered a Hidden World of Animal Intelligence—and Formed a Deep Bond in the Process*"

**Assignment:** Adapting to genre exercise

**Week 5** Persuasion and argumentation 1 – rhetoric and critical reasoning

**Readings:** Aristotle from *Rhetoric*; Giltrow, Section 11 "Scholarly Styles: Messages about the Argument"; Douglas Brent "Rogerian Rhetoric- An Alternative to Traditional Argumentation"

**Assignment:** Short comparative rhetorical analysis

**Week 6** Persuasion and argumentation 2 – writing for change

**Readings:** Arthur Manuel "from *Unsettling Canada*"; Chief Dan George "Lament for Confederation"; Mary Englund "School" (From her memoir of the Fraser Valley Residential School System); Excerpt from Thomas King's *The Inconvenient Indian*; Neal McLeod "Cree Poetic Discourse"

- Week 7** Pre-Writing, brainstorming, developing ideas  
**Reading:** Tricia Smith "Process Writing"  
**Assignment:** Non-academic argumentative essay
- Week 8** Orchestrating research: summarizing, quoting, supporting with evidence  
**Readings:** Giltrow, section 6 "Orchestrating Voices"  
**Assignment:** Academic research essay proposal and bibliography
- Week 9** Drafting, revising, editing  
**Assignment:** Drafting workshop
- Week 10** When the student becomes the teacher: writing, literacy and pedagogy  
**Readings:** E.D. Hirsch "Cultural Literacy"; Patrick Sullivan "The *Un*Essay"; Chris Anson "Teaching and Writing in a Culture of Technology"
- Week 11** Presenting works-in-progress  
**Assignment:** Lightning presentations (5 minute oral/slideshow presentations of final essay project, followed by question period)
- Week 12** Revising, editing, peer-support  
**Assignments:** Peer and instructor consultations; in-class writing workshop
- Week 13** Submission, feedback, review  
**Assignments:** Writing portfolio (including academic research essay, and a piece of non-scholarly writing)

**Memo for Course Changes**

**ENGL 215**

To: **CACC, UEC**

From: **Hilary Turner, Dept. of English**

Date: **April 28, 2016**

Subject: **Proposal for revision of ENGL 215, Creative Writing: Creative Non-fiction**

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:

**Readings in the course have been updated for freshness and contemporaneity of material.**

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

**As the course addresses Creative Non-fiction, a stronger element of attention to Orality/Spoken Word has been added to reflect vocational expectations of career positions in the professional field, and notably for indigenous cultural traditions.**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **N/A**
5. Which program areas have been consulted about the change(s)? **N/A**
6. What consideration has been given to indigenizing the curriculum?

**Readings from The Sasquatch at Home by Eden Robinson have been added. Additionally, see #3: a stronger element of attention to Orality/Spoken Word has been added to reflect indigenous cultural traditions, as well as shifting vocational expectations within the professional field.**

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: **\$50**



ORIGINAL COURSE IMPLEMENTATION DATE: January 2002  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|--------------------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 215                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Creative Writing: Creative Non-Fiction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Creative Writing: Non-Fiction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This workshop course offers a comprehensive introduction to the crafting of creative non-fiction, including such forms as travel writing, memoir, nature writing, reviewing, personal essays, literary aesthetics, and cultural criticism.</p>                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | Any two 100-level English courses numbered ENGL 104 or higher.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: Workshops</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Workshops |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every 2-3 years                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> December 9, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> November 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |



## Learning Outcomes

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

- Critically assess diverse forms of the Creative Non-fiction genres.
- Use research and analysis in writing projects.
- Present orally to the class.
- Apply genre-specific writing techniques to individual writing projects.
- Demonstrate research, analytical, and writing skills.
- Critique and evaluate peer material in both workshop and take-home formats.
- Assemble a portfolio of written work.
- Use fact-checking, copy-editing, and substantive editing in writing projects.
- Edit and revise their work.

## 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, facilitated discussion, student-led discussion, workshop and small study group critiques, student oral presentations, individual writing portfolio 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. T. Carolan, ed.         | Down In The Valley: Contemporary Writing from the Fraser Valley                                                                                                                                                                                                     | <input checked="" type="checkbox"/> | Ecstasis Editions | 2004 |
| 2. Various                 | Coursepack: may include: Ryszard Kapuscinski, Susan Moon, , Maxine Hong Kingston, Gary Snyder, Peter Hudson, Jonathan Raban, Mayumi Oda, Paul Gauguin, Richard Bode,, John Updike, Hussein Samet, Red Pine, Rex Weyler, Phillip Lopate, Eden Robinson, Suzie Rotolo | <input type="checkbox"/>            |                   |      |

## Typical Evaluation Methods and Weighting

|                                |     |              |     |                   |   |            |      |
|--------------------------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:                    | %   | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:                 | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation/ Peer reviewing: | 15% | Tutorial:    | 15% | Other:            | % | Total:     | 100% |

## Typical Course Content and Topics

- Unit 1:** *Opening Up the Gates*: Creative Non-fiction as evolution from personal essay and participatory journalism; clarifying workshop protocols. Rdgs: Ryszard Kapuscinski, "The Burning Roadblocks".
- Unit 2:** *Journalistic Storytelling with Style*: Characteristics and methods; setting and place. Rdgs: Peter Hudson, "A Good Hotel".
- Unit 3:** *The Autobiographical Eye*: narrative voice structure in memoir and "faction". Rdgs: Mayumi Oda, "I Opened the Gate Laughing"; Susan Moon "Wholeheartedness".
- Unit 4:** *Presenting and Illuminating Character*: discursive, dramatic and contextual methods; motivation as metaphor. Rdg: Richard Bode, "Beachcombing at Miramar". Phillip Lopate, "On the Necessity of Turning Oneself into a Character".
- Unit 5:** *Journal Poetics and the Conditional Voice*: speculation, dialogue and asking questions. Rdgs: Jonathan Raban; "Notes from the Road"; Paul Gauguin, *Noa Noa*.
- Unit 6:** *The Editorial Eye*: fine-tuning the revision process; using multiple imaginary editors. Rdg: Allen Ginsberg, from *Giving Up Poetry*; Red Pine, "Dancing with the Dead".
- Unit 7:** *Deeper Into the Heart of Storytelling*: dramatic situation and conflict; cinematic reconstruction techniques. Rdgs: Eden Robinson from *The Sasquatch at Home*.
- Unit 8:** *Cultivating the Creative Self*: sharpening writer's intuition; crafting life experience into written accounts. Student tutorial presentations begin.
- Unit 9:** *To Market, To Market*: freelancing mechanics and new editorial directions in the publishing industry; queries, copyright, contracts, digitizing. Rdgs: Selected readings from *The New Yorker*, *The Walrus*, *SubTerrain*, *Pacific Rim Review of Books*, *London Review of Books*, etc.
- Unit 10:** *The Deeper Loam*: establishing relevance between the particular and universal. Rdgs: Maxine Hong Kingston, "No Name Woman" and "Toward a Book of Peace".
- Unit 11:** *The Gestures of Criticism*: the art of the review; writing profiles. Rdgs: John Updike, "Andy Warhol's Fast Art"; John Carroll, "The Word, The Look, The Way: Another Side of Charles Bukowski".
- Unit 12:** *The Nonfiction Frontier*: genre cross-overs, advocacy, self-realization, Rdg: Sizie Rotolo, "A Freewheelin' Time".
- Unit 13:** Workshop presentation and delivery of course portfolios.

**Memo for New Course**

To: FSCC

From: Robin Endelman and David Chu, Department of Mathematics and Statistics

Date: May 5, 2016

**Subject: Proposal for new course: MATH 123**

1. Rationale for new course:

This course fills a need for a general quantitative literacy/numeracy requirement of the revised BA and BGS degrees.

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

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

This course will supply an option for the Quantitative Literacy requirement for the BA and the Numeracy requirement for the BGS.

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

In this course, students will learn to explain and interpret quantitative information, draw conclusions from data, analyze data, and use quantitative data to support arguments and make predictions. All outcomes support the Foundational Skills requirements for the BA and the Core Competencies for the BGS.

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

This course will satisfy the Quantitative Literacy requirement for the revised BA Foundation Skills as well as the Numeracy requirement for the BGS Core Competencies.

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

We have consulted with Alisa Webb (Associate Dean of Students, College of Arts) with regard to the BA and Michelle Rhodes (Chair, General Studies Program Committee) for the BGS.

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

n/a

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

The course is naturally presented in 'modules', which is a format common in indigenous education. Furthermore, via the optional essay and presentation, students can choose to investigate and present on indigenous mathematics.

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)

After consulting with Arts, General Studies, and the Dean of Science, due to the nature of the course (the breadth of topics) and the audience (wide range of majors), the class size limit for this 3-credit class has been set at 28. This will accommodate the BA and BGS goals for retention, our need for some (2-4) classes in computer labs, and the goal of student investigative study with essay and presentation. We anticipate this to be a multi-section course offering every year.

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

n/a

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

\$80 textbook; \$100 graphing calculator (most students will already have an appropriate calculator)

**CWC comments and responses:**

- Should course title spell out "Mathematics and Statistics"?

No, "Everyday Math and Stats" was chosen to be less formal, and a bit lighter in tone

- Are these prerequisites necessary for success in the course?

Yes. The requirements are similar to those of STAT 104. While mathematical skills and techniques are not the main purpose of the course, there is a certain level of numeracy and/or academic maturity necessary to ensure that the student is able to relax and appreciate the content, rather than be constantly anxious that they can't understand and can't do what's asked.

- Calendar note indicates that students with MATH 105 cannot take this for credit; is this course considered equivalent to MATH 105? The equivalent courses section needs to be completed as well.

This course is not equivalent to MATH 105, since it does not attempt to teach students how to teach the material and share it with others. Those students who have taken MATH 105 before this course will have seen enough of the content that MATH 123 would not bring enough new material. Those who have MATH 123 before MATH 105 can still gain a lot from the pedagogical techniques in MATH 105. In fact, many students in MATH 105 struggle with the content and pace of the course, and finish the course with greater math anxiety than when they started. Perhaps they would benefit by taking this course first as a stepping stone.

Thus I don't believe any editing of the Equivalent Courses section is required.

- Learning outcomes: suggest reviewing outcomes with multiple verbs to see if a single verb can be chosen, and replacing "demonstrate an understanding of" with a demonstrable verb.

Please see attached outline. In some cases (Learning outcomes 1, 9, 11), the course designers felt that the mastery of one central learning outcome involved demonstrating proficiency in a few ways, so those LO's would not be better expressed with a single verb, nor by fragmenting them into several more atomic LO's.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|---|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> MATH 123                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Everyday Math and Stats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title</b> (if title exceeds 30 characters):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Math & Stats                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Designed for Arts and General Studies students, and anyone interested in the beauty and practical applications of mathematics and statistics in daily life. Critical thinking, problem solving, models of growth, everyday geometry, rates and percentages, normal distribution, linear regression, personal finance.<br><br>Note: Students with credit for MATH 105 cannot take this course for further credit.                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | One of the following: (C or better in one of Principles of Mathematics 11, Applications of Mathematics 11, MATH 085, Foundations of Mathematics 11, or Pre-Calculus 11) or (B or better in Apprenticeship and Workplace Mathematics 12) or (one of Foundations of Mathematics 12, Pre-Calculus 12, Principles of Mathematics 12, or Applications of Mathematics 12) or (any MATH or STAT course numbered 094 or higher) or (45 university-level credits with department permission).                                  |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>40</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td>5</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 40 | Seminars/tutorials/workshops |  | Laboratory hours | 5 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i><br><b>Maximum enrolment (for information only): 28</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.): annually</b> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department / Program Head or Director:</b> Ian Affleck                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> July 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> June 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |   |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

**Learning Outcomes**

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

1. Analyze arguments, test argument validity, and construct counterexamples to invalid arguments.
2. Apply problem solving strategies.
3. Estimate calculations to roughly judge the value of a quantity.
4. Evaluate rates, proportions and percentages.
5. Model data with linear, quadratic, exponential, and logarithmic functions.
6. Differentiate between basic geometric concepts (point, line, plane).
7. Identify geometric measures (length, area, volume, angle).
8. Calculate basic probabilities.
9. Display, summarize, analyze and interpret statistical data.
10. Calculate descriptive statistics.
11. Find correlation and apply linear regression model to a given set of data.
12. Calculate simple and compound interest on investments.
13. Calculate present and future values of investments.
14. Calculate monthly payments, mortgages and loans.
15. Apply the above skills and tools to model real-world situations and phenomena to make predictions and sound decisions.

**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, presentations, online text support; may be team-taught by a mathematician and statistician.

**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. | K. Denley & M. Hall        | Viewing Life Mathematically: A Pathway to Quantitative Literacy | <input checked="" type="checkbox"/> | Hawkes    | 2016 |
| 2. | J.I. Brown                 | Mathematics for the Liberal Arts                                | <input checked="" type="checkbox"/> | CRC Press | 2015 |
| 3. |                            |                                                                 | <input type="checkbox"/>            |           |      |
| 4. |                            |                                                                 | <input type="checkbox"/>            |           |      |
| 5. |                            |                                                                 | <input type="checkbox"/>            |           |      |

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

Graphing calculator (eg, TI-84+), spreadsheet software (eg, Excel)

**Typical Evaluation Methods and Weighting**

|                       |              |              |     |                   |   |            |      |
|-----------------------|--------------|--------------|-----|-------------------|---|------------|------|
| Final exam            | 40% (or 30%) | Assignments: | 20% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests:        | 40%          | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Presentations (opt'l) | 0% (or 10%)  | :            | %   | :                 | % | Total:     | 100% |

**Details (if necessary):** Optional essay and presentations in lieu of a portion of the final exam weighting. In order to pass the course, a student must achieve 40% or higher on the final exam or on the portion of the grade generated by the final exam and the presentation.

**Typical Course Content and Topics**

1. Critical thinking and problem solving
  - thinking mathematically
  - problem solving processes and techniques
  - estimating and evaluating
2. Rates, ratios, proportions and percentages
  - rates and unit rates
  - proportions, ratios
  - absolute and percentage changes
  - unit conversions (egs: currency, mileage, weight)
3. Mathematics of growth: models and predictions
  - the language of functions

- linear growth
  - quadratic models
  - exponential growth
  - logarithmic growth
4. Everyday geometry:
- lines, planes, angles
  - parallel and perpendicular lines
  - perimeters, areas, volumes
5. Probability and statistics:
- collecting and displaying data with graphs and charts
  - describing and analyzing data
  - calculating means, medians, and standard deviations
  - calculate basic probabilities
  - the normal distribution
  - linear regression and correlations
6. Personal finance:
- understanding personal finance
  - understanding simple and compound interest
  - savings and retirement funds
  - borrowing, mortgages and loans
7. As time permits, an optional topic to be chosen from the following:
- sports statistics
  - graph theory (trees, matchings, networks)
  - number theory (prime numbers, modular arithmetic, cryptography)
  - mathematics in art (planar symmetries, tilings, isometries)
  - voting and social choice (fairness, apportionment, weighted voting systems)

Students will have an option to write an essay and give a presentation on an interesting topic of their choice. Some examples of topics related to issues in Mathematics or Statistics include:

- Mathematics in architecture
- Mathematics in art (sculpture, textiles, different geometries)
- Game theory (probability, expectation)
- Famous math problems (math in the news)
- Logic games
- Mathematics in nature (fractal geometry, crystals)
- Mathematics and music (harmonies, ratios, logarithms and musical intervals)
- Opinion polls (margin of error, 19 times out of 20)
- Design of experiments (placebo effect, double-blind tests)
- Indigenous mathematics (patterns in art and weaving, 8way math, drum making)

**Memo for Course Changes**

To: CACC, Alisa Webb, UEC

From: Shelley Stefan, Visual Arts Department Head

Date: September 6, 2016

**Subject: Proposal for revision of AH 204 – Indigenous Art of the Northwest Coast**

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. to match calendar description and learning outcomes more closely with course content and to conform more accurately to the BA vetting criteria for intercultural engagement
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
  - a. Any changes enhance and maintain alignment with the learning outcomes of the program.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum?
  - a. This course explicitly engages in Indigenization by course content that examines the often fraught interaction between Indigenous and Settler cultures. This content is strongly supported by guest talks by Indigenous Elders, artists, and scholars, who help students gain an appreciation of Indigenous worldviews.
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A



- a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? no
10. Estimate of the typical costs for this course, including textbooks and other materials:
- a. UFV tuition
  - b. Textbook cost – Approximately \$50



ORIGINAL COURSE IMPLEMENTATION DATE: January 2014  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------------|----|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AH 204                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Indigenous Art of the Northwest Coast                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Indigenous Art: Northwest Coast                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students will consider how the art and visual culture of the Indigenous peoples of the Northwest Coast of British Columbia has functioned in rituals and has been appropriated for financial gain, politicized as a vision of Canada and as a tool of Indigenous activism, and integrated into globalized display cultures.                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                               |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Student directed learning:</td> <td>15</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Student directed learning: | 15 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Student directed learning:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every two years                                                                                                                                                                                                                                                                                                                                   |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> September 6, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of posting:</b> November 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                            |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

AH 204

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:

1. Describe characteristics and meanings of the art and visual culture of the Northwest Coast
2. Use a specialized vocabulary to describe Indigenous artworks
3. Integrate specialized vocabulary with theoretical concepts from readings and lectures to facilitate critical thinking
4. Articulate the norms and biases of Settler cultures and their impacts on Indigenous peoples
5. Demonstrate improved skills in art historical research, discussions, exams, and written projects
6. Develop a deeper appreciation for the artworks, cultures, and worldviews of Indigenous peoples
7. Interpret intercultural engagement from both Indigenous and non-Indigenous perspectives

**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, seminars, discussions, audio-visual materials, written assignments, guest talks by Indigenous elders, artists, and scholars.

**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            |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 20% | Assignments: | 20% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Participation: | 5%  | Term Paper:  | 35% | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Week 1: Contact, Colonization, and the Contemporary Canadian Context: An Introduction  
 Week 2: Framing Northwest Coast Visual/Material Culture: The Case of the Totem Pole  
 Week 3: Potlatch: The Censure of "Senseless Drumming and Dancing"  
 Week 4: Northwest Coast Art Abroad: Projections, Appropriations, and Primitivist Fantasies  
 Week 5: Northwest Coast Culture and the Construction of a Canadian Artistic Canon  
 Week 6: Photography of and by Indigenous Peoples  
 Week 7: Aggressive Civilization and the Re-education of Indigenous Children: The Indian Residential Schools  
 Week 8: Indigenous Moderns: New Identities and Urban Realities  
 Week 9: Indigenous Women Artists: Imposition of and Resistances to Colonial Regimes of Gender  
 Week 10: Fetish Objects and Cultures of Display in the Museums of British Columbia  
 Week 11: Repatriation and the Revival of Indigenous Cultures on the Northwest Coast  
 Week 12: Northwest Coast Art in Film  
 Week 13: Against the Grain: Contemporary Indigenous Artists

**Memo for Course Changes**

To: Alisa Webb, CACC, UEC

From: Shelley Stefan, Visual Arts department head

Date: September 6, 2016

**Subject: Proposal for revision of FILM 120 World Cinema**

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: The course description, learning outcomes, and course content were changed to make the course to reflect a global/world outlook rather than being Euro-centric.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): Changes made to reflect the course content
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum?
  - a. See Week 8 of the course content
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: 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. UFV tuition
- b. Textbook cost – approximately \$50.00



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1981  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** December 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.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|--------------------------------------|----|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FILM 120                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> The History and Aesthetics of World Cinema                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> World Cinema                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An examination of developments in global cinema, focusing on film produced outside of movie-making centers in the US and Europe. Various film styles, cultural contexts, and critical practices will be reviewed, covering theories of transnationalism, globalization, post-colonialism, and migration.                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: Film Screenings</td> <td style="text-align: center;">20</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Film Screenings | 20 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: Film Screenings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> August 24, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> November 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                                      |    |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**FILM 120**

**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:

1. Identify new cinematic forms and critical paradigms of World cinema.
2. Articulate the technical contributions of these major, global film cultures.
3. Identify the historical developments of film movements outside of North America and Western Europe.
4. Analyze various film styles in world cinema.
5. Research and write essays on cinematic topics, in relation to critical writing on transnationalism, globalization, new networks/markets/flows of capital, post-colonialism, and diaspora.

**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, screening, group discussion, readings, written 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. Costanzo, W.V.          | World Cinema through Global Genres   | <input checked="" type="checkbox"/> | Wiley Blackwell | 2014 |
| 2.                         |                                      | <input type="checkbox"/>            |                 |      |
| 3.                         |                                      | <input type="checkbox"/>            |                 |      |
| 4.                         |                                      | <input type="checkbox"/>            |                 |      |
| 5.                         |                                      | <input type="checkbox"/>            |                 |      |

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

**Typical Evaluation Methods and Weighting**

|                |     |                   |     |                   |     |            |      |
|----------------|-----|-------------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments:      | %   | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:         | %   | Field experience: | %   | Shop work: | %    |
| Essay:         | 30% | Written analysis: | 15% | Attendance:       | 10% | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

**Week:**

1. Introduction to Emerging Critical Paradigms of World Cinema
2. Bollywood, Transnational Cinema, and Recasting of the Imaginary Community of Nation
3. Post-coloniality and the Cinema of Algerian Resistance
4. Rewriting the Colonial Romance: Global Intimacies between Women
5. Japanese Art Cinema: Akira Kurosawa, Kenji Mizoguchi, Yasujiro Ozu,
6. Chinese Cinema in a World of Flows: The New Wave in the People's Republic of China
7. Diaspora and Film in Post-Civil War Lebanon
8. Indigenous Cinema and Negotiations with Mainstream Screen Culture
9. Cinema in Settler Societies: Confronting the Legacies of Empire and Colony
10. Peripheral Visions and Palestinian Film: (Re-)conceiving Identities and Histories.
11. Iranian New Wave: Abbas Kiarostami, Mohsen Makhmalbaf
12. Postcommunist cinema in Eastern Europe
13. Documenting Fugue Precarity: Bodies and Borders On-Screen

**Memo for Course Changes**

To: CACC, Alisa Webb, Amanda Grimson

From: Shelley Stefan, Visual Arts Department Head

Date: Sept. 6, 2016

**Subject: Proposal for revision of VA 223 – Painting I**

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 per recommendations of the external program review committee and action items prioritized by the VA Department in response to such recommendations, courses have been developed and approved in the Drawing discipline stream, set to run with healthy enrolment numbers this Fall '16. These course additions have allowed for the recommended separation of Drawing and Painting streams at lower levels, providing rationale for this change in course name and refinement of its learning outcomes.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): All changes in learning outcomes are a direct result of the shifts deemed necessary in order to meet the goals of the program review as it relates to separating and refining the Painting and Drawing streams at lower levels for further enrolments and healthy academic outcomes. These changes help streamline and enhance this academic area and are in alignment with the outcomes of the overall program.
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)? Not applicable
6. What consideration has been given to indigenizing the curriculum? Students are exposed to Indigenous Artists in slide lectures and discussions and efforts are made to widen the visual arts academic canon. Students are encouraged to explore cultural sensitivities in a diverse range of areas.



7. If this course is not eligible for PLAR, explain why: Not applicable
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: Not applicable
  - 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 applicable
10. Estimate of the typical costs for this course, including textbooks and other materials: Not applicable



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 223                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Painting I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students are introduced to the fundamentals of painting. Technical art training is balanced with experimental processes. Students are exposed to various principles and theories that pertain to the historical and contemporary practice of painting.<br><br>Note: Students with credit for VA 123 cannot take this course for further credit.                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>FA 123, VA 123</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>10</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td>40</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10 | Seminars/tutorials/workshops | 10 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> August 24, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> November 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

VA 223

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

**Learning Outcomes**

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

1. Identify the materials and equipment that are used to produce a painting (paints, brushes, canvas, supports, etc.)
2. Demonstrate the processes associated with the materials used to produce a painting
3. Describe the properties of paint (colour, palette, applications, etc.)
4. complete paintings for presentation using a variety of techniques
5. Articulate the basic vocabulary associated with producing a painting and critiquing visual imagery
6. Describe essential concepts of painting composition and design
7. Demonstrate an understanding of the analytical skills used in painting
8. Utilize both traditional and contemporary processes of painting
9. Source and use images ethically

**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, painting/drawing 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.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

NOTE: Supplies vary by instructor and are based on acrylics and water-based media. Students will be expected to supply all necessary painting materials and equipment, as is determined by the needs of their individual projects. All painting materials will be acrylic, ink, or latex-based (no oils or toxic materials).

- Art-Bin or Toolbox to carry materials
- Sketchbook – 9 by 12-ish (in.) or larger
- Several sheets Bristol Board, 18"x24" (vellum or wet-friendly) OR
- 5-10 sheets Tag-board (Poster-board, Chipboard, or hard large card stock)
- Stretcher Bars, Canvas, and/or Panel
- Soft-Leaded Pencils, 6B, 9B
- Pencil Crayons or Coloured Chalks
- Kneaded Eraser
- Latex Paint (White and Black) Optional
- Acrylic Paints (at least Primaries [R/B/Y] plus White and Black)
- (Some good options → Cadmium Red, Alizarin Crimson, [reds]
- Cobalt Blue, Ultramarine Blue, Phthalo Blue, [blues]
- Cadmium Yellow, Hansa Yellow, [yellows]
- Titanium White, Ivory Black [b x w]
- Pencil Sharpener or X-acto Blade
- Brushes (flat, round, or filbert)(for Acrylic or Ink, size extra small to 2")
- House Painter's Brush 2"-3"
- Primer (Gesso) (gallon)
- Plastic Yogurt Containers (or other small plastic containers - preferably with lids)
- Plastic or Foam Egg Cartons
- Palette (or Plastic Plates or other recycled palette forms)
- Glass Jar for Water
- 4 Large Bulldog Clips, Push Pins
- Roll of Painter's Masking tape, 2"-3"
- Rags (such as old white t-shirts, cut into pieces)

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 90% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

The course will cover value, contrast, volume, line, composition, balance, texture, contour, gesture, proportion, colour theory, image manipulation, experimentation, abstraction, narrative, concepts, as well as an investigation the form/content duality, personal expressivity, and selected theories on art. The course explores various painting techniques and fundamentals in materials and equipment. Technical skills will be enhanced, as will a furthered understanding of painting's experimental capacities as it pertains to contemporary art practice and discourse.

Schedules and syllabi vary by instructor.

Weeks 1-4 – Introduction, course description, policies, supplies, source material, demonstrations :palette, mixing, set-up, surface preparation, in-class object studies (monochromatic/polychromatic), independent projects

Weeks 5-6 – Slideshow of images, surface preparations, source material, painting from photo exercises, essay discussions

Weeks 7-8 - Still life painting exercises, in class and independent projects, midterm meetings

Weeks 9-10 – Abstraction painting, slideshows, surface preparations

Weeks 11-13 – Slideshow and discussions, idea painting preparation, research, painting, essays, critiques.

**Memo for Course Changes**

To: CACC, Alisa Webb, Amanda Grimson

From: Shelley Stefan, Visual Arts Department Head

Date: Sept. 6, 2016

**Subject: Proposal for revision of VA 224 – Painting 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: As per recommendations of the external program review committee and action items prioritized by the VA Department in response to such recommendations, courses have been developed and approved in the Drawing discipline stream, set to run with healthy enrolment numbers this Fall '16. These course additions have allowed for the recommended separation of Drawing and Painting streams at lower levels, providing rationale for this change in course name and refinement of its learning outcomes.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): All changes in learning outcomes are a direct result of the shifts deemed necessary in order to meet the goals of the program review as it relates to separating and refining the Painting and Drawing streams at lower levels for further enrolments and healthy academic outcomes. These changes help streamline and enhance this academic area and are in alignment with the outcomes of the overall program.
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)? Not applicable
6. What consideration has been given to indigenizing the curriculum? Students are exposed to Indigenous Artists in slide lectures and discussions and efforts are made to widen the visual arts academic canon. Students are encouraged to explore cultural sensitivities in a diverse range of areas.

7. If this course is not eligible for PLAR, explain why: Not applicable
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: Not applicable
  - 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 applicable
10. Estimate of the typical costs for this course, including textbooks and other materials: Not applicable



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 224                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Painting II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course expands on the principles and practices introduced in VA 223. Emphasis is placed on skill development, personal expression, and experimentation. Students gain practical experience and a deeper understanding of the relationship between form and content.<br><br>Note: Students with credit for VA 124 cannot take this course for further credit.                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | VA 223.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>FA 124, VA 124</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                     |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>10</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td>40</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 | Seminars/tutorials/workshops | 10 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only): 25</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> August 24, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> November 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

VA 224

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:

1. Apply greater competence in the use of materials and equipment to produce a painting (paints, brushes, canvas, supports, etc.)
2. Create paintings using a variety of techniques
3. Demonstrate increased knowledge of the properties of paint (colour, palette, applications, etc.)
4. Prepare and complete paintings for presentation
5. Articulate the formal and conceptual elements of a painting
6. Apply analytical skills in painting critiques
7. Utilize both traditional and contemporary processes of painting
8. Evaluate the historical and contemporary relevance of painting
9. Articulate an expanded vocabulary associated with painting and critiquing visual imagery
10. Source and use images ethically

**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, media presentations, in class exercises, independent projects, sketchbook work, demonstrations, readings, discussions, and critiques.

**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.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

NOTE: Supplies vary by instructor and are based on acrylics and water-based media. Students will be expected to supply all necessary painting materials and equipment, as is determined by the needs of their individual projects. All painting materials will be acrylic, ink, or latex-based (no oils or toxic materials)

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | %   | Assignments: | 90% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

Six (6) projects, two (2) cultural logs, and one (1) response essay are to be completed in the duration of this course, in addition to 3 or more homework assignments. Various fundamentals within the painting discipline (as learned in VA 223) will continue to be investigated, as will the form/content duality, personal expressivity, and student comprehension regarding selected theories, perspectives, and movements in art. Technical skills will be enhanced, as will a furthered understanding of painting's experimental capacities as it pertains to contemporary art practice and discourse. In addition, students will gain practical experience in the building and preparation of artists' materials specific to the painting discipline.

Schedules and syllabi vary by instructor.

Weeks 1-4 – Introduction, course description, policies, supplies, source material, demonstrations :palette, mixing, set-up, surface preparation, in-class object studies (monochromatic/polychromatic), independent projects  
 Weeks 5-6 – Slideshow of images, surface preparations, source material, still life painting exercises, essay discussions  
 Weeks 7-8 – Self-portrait painting exercises, in class and independent projects, midterm meetings  
 Weeks 9-10 – Repetition painting, slideshows, surface preparations  
 Weeks 11-13 – Slideshow and discussions, final project preparation, research, painting, essays, critiques.



**Memo for Course Changes**

To: CACC, Alisa Webb, Amanda Grimson

From: Shelley Stefan, Visual Arts Department Head

Date: Sept. 6. 2016

**Subject: Proposal for revision of VA 321 – Painting/Drawing III**

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 per recommendations of the external program review committee and action items prioritized by the VA Department in response to such recommendations, new courses have been developed in Drawing and Figure Art. These course additions have allowed for new streamlined pathways into the 3<sup>rd</sup> and 4<sup>th</sup> level of Painting/Drawing. The changes reflect these new efficiencies.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): All changes improve the accuracy of the official course outline and are in alignment with the outcomes of the overall program.
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)? Not applicable
6. What consideration has been given to indigenizing the curriculum? Students are exposed to Indigenous Artists in slide lectures and discussions and efforts are made to widen the visual arts academic canon. Students are encouraged to explore cultural sensitivities in a diverse range of areas.
7. If this course is not eligible for PLAR, explain why: Not applicable
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: Not applicable
  - 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 applicable
10. Estimate of the typical costs for this course, including textbooks and other materials: Not applicable

**CWC comments and response:**

- Due to changes in other courses, the title should be changed from “Painting/Drawing III”. Suggest “Advanced Painting and Drawing I”, with VA 322 retitled as “Advanced Painting and Drawing II”.  
*The Painting/Drawing discipline has been bifurcated at lower levels to allow for expansion of lower level Drawing-focussed courses and lower level Painting-focussed courses. Upon reaching level 3, the discipline is conjoined again into one stream. Therefore, and after much consultation with faculty in this area, students, and in VAPC, it was determined that retaining the Painting/Drawing III and Painting/Drawing IV nomenclature at upper levels makes the most sense for students on this path's trajectory. It is in these upper levels that a continuation of level 1 and 2 takes place, hence keeping the terminology for a conjoined level 3 and 4. This decision makes the most sense to users in our department.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Painting/Drawing III                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An advanced study of painting and drawing techniques. Students work to produce individual works of art that exhibit formal and conceptual depth, as well as technical proficiency. Students work within thematic parameters on self-directed projects in consultation with the instructor.                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | One of the following: VA 222, VA 224, or (VA 223 and VA 221).                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>FA 321</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>10</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td>40</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10 | Seminars/tutorials/workshops | 10 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only): 20</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> August 24, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> November 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

VA 321

University of the Fraser Valley Official Undergraduate Course Outline

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**Learning Outcomes**

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

1. Apply advanced competence in using materials and equipment to produce a painting or drawing (paints, brushes, boards, canvas, supports, etc.)
2. Experiment with a wide range of material processes used to produce a painting or drawing
3. Create paintings or drawings using a variety of advanced techniques
4. Exhibit proficiency with the properties of paint and/or drawing media
5. Research necessary strategies to prepare and complete advanced paintings and/or drawings for presentation
6. Communicate essential concepts of painting and drawing, including the formal and conceptual
7. Engage in painting and drawing critiques using a variety of analytical skills
8. Utilize both traditional and contemporary processes of painting or drawing
9. Evaluate the historical and contemporary relevance of painting and drawing
10. Source and use images ethically

**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, media presentations, in class exercises, independent projects, sketchbook work, demonstrations, readings, discussions, and critiques.

**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.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

NOTE: Supplies vary by Instructor or project and are based on acrylics and water-based media.

Students will be expected to supply all necessary painting and drawing materials and equipment, as is determined by the needs of their individual projects. All painting materials will be acrylic, ink, or latex-based (no oils or toxic materials) and the use of all drawing media is allowed and encouraged. Sketchbooks are mandatory.

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |    |
|----------------|-----|--------------|-----|-------------------|---|------------|----|
| Final exam:    | %   | Assignments: | 15% | Midterm exam:     | % | Practicum: | %  |
| Quizzes/tests: | %   | Lab work:    | 75% | Field experience: | % | Shop work: | %  |
| Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 0% |

**Details (if necessary):**

**Typical Course Content and Topics**

Five (5) projects, four (4) cultural logs, and one (1) artist statement are to be completed in the duration of this course. The first four (4) projects are self-directed, yet within certain theme-related parameters outlined by the instructor. The fifth (5th) project is deemed the final project and is to be accompanied by a well-articulated artist statement. The four (4) cultural logs provide the student with an opportunity to bridge between their studio work a relationship to art historical, art theoretical, and culturally relevant ideas and events. This bridge is intended to supplement and strengthen the student's studio activity by increasing levels of self-expressivity and knowledge regarding the contemporary implications the art-making today. Cultural logs are to be typed, double-spaced, and handed in hard copy to the Instructor on their designated due dates.

Schedules and syllabi vary by instructor.

Weeks 1-4 – Introduction, course description, policies, supplies, source material, slideshows, independent projects, theme #1

Weeks 5-6 – Slideshow of images, surface preparations, research, discussions, independent projects, theme #2

Weeks 7-8 – Surface preparations, research, written work, independent projects, midterm critiques, theme #3

Weeks 9-10 – Surface preparations, research, written work, independent projects, midterm critiques, theme #4

Weeks 11-13 – Slideshow and discussions, final project preparation, research, painting, essays, critiques, theme #5.

**Memo for Course Changes**

To: CACC, Alisa Webb, Amanda Grimson

From: Shelley Stefan, Visual Arts Department Head

Date: Sept. 6. 2016

**Subject: Proposal for revision of VA 322 – Painting/Drawing IV**

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 per recommendations of the external program review committee and action items prioritized by the VA Department in response to such recommendations, new courses have been developed in Drawing and Figure Art. These course additions have allowed for new streamlined pathways into the 3<sup>rd</sup> and 4<sup>th</sup> level of Painting/Drawing. The changes reflect these new efficiencies and provide an updated version of the course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): All changes improve the accuracy of the official course outline and are in alignment with the outcomes of the overall program.
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)? Not applicable
6. What consideration has been given to indigenizing the curriculum? Students are exposed to Indigenous Artists in slide lectures and discussions and efforts are made to widen the visual arts academic canon. Students are encouraged to explore cultural sensitivities in a diverse range of areas.
7. If this course is not eligible for PLAR, explain why: Not applicable
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: Not applicable
  - 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 applicable
10. Estimate of the typical costs for this course, including textbooks and other materials: Not applicable



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992  
 REVISED COURSE IMPLEMENTATION DATE: September 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) December 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|----|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 322                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Painting/Drawing IV                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>An advanced study of painting and drawing techniques with a focus on series development. Students work to produce bodies of artwork that exhibit formal and conceptual depth, as well as technical proficiency. Students work independently on projects designed in consultation with the instructor.                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | VA 321.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>FA 322</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>10</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td>40</td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10 | Seminars/tutorials/workshops | 10 | Laboratory hours | 40 | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Maximum enrolment (for information only): 20</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Shelley Stefan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> August 24, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of posting:</b> November 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date approved:</b> September 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> December 16, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |    |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

VA 322

University of the Fraser Valley Official Undergraduate Course Outline

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**Learning Outcomes**

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

1. Apply a mastery of the materials and equipment used to produce a painting or drawing series (paints, brushes, canvas, supports, etc.)
2. Display a high level of proficiency with processes associated with the materials used to produce a painting or drawing series
3. Create paintings or drawings using a variety of experimental and advanced techniques
4. Conduct research in preparation of painting or drawing series
5. Complete a series of resolved paintings and/or drawings for presentation
6. Apply in-depth analytical skills used in painting and drawing critiques
7. Situate traditional and contemporary painting or drawing processes in one's own practice
8. Assess the historical and contemporary relevance of painting and drawing with respect to one's own practice
9. Use and source images ethically

**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, media presentations, in class exercises, independent projects, sketchbook work, demonstrations, readings, discussions, and critiques.

**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** (There will be no specific textbook assigned to this class, but home reading materials will be given that are relevant to the individual projects designed by the instructor. Independent projects will require specific readings appropriate to the subject chosen. Readings will be chosen by the student in consultation with the instructor.)

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher | Year |
|----------------------------|--------------------------------------|--------------------------|-----------|------|
| 1.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

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

NOTE: Supplies vary by instructor or project and are based on acrylics and water-based media

Students will be expected to supply all necessary painting and drawing materials and equipment, as is determined by the needs of their individual projects. All painting materials will be acrylic, ink, or latex-based (no oils or toxic materials) and the use of all drawing media is allowed and encouraged. Sketchbooks are mandatory.

**Typical Evaluation Methods and Weighting**

|                |   |                           |     |                   |   |            |      |
|----------------|---|---------------------------|-----|-------------------|---|------------|------|
| Final exam:    | % | Assignments:              | 90% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | % | Lab work:                 | %   | Field experience: | % | Shop work: | %    |
|                |   | Participation/Attendance: | 10% | Other:            | % | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

The course will cover the student's process and formal/conceptual development of Two (2) Bodies of Painting, each cohesively conceived, constructed, and defended through critique, presentation, and artist statement. Students will learn the importance of the development of a Series, producing and understanding a painting as not only one solitary entity containing form and content, but as a component within a larger entity, that of a family of paintings, or a Series/Body of related works. The Series will be approached as a method of mature exploration and expansion of the technical, material, and theoretical possibilities of contemporary Painting and Drawing.

Schedules and syllabi vary by instructor.

Weeks 1-4 – Introduction, course description, policies, supplies, source material, slideshows, research for project series #1  
 Weeks 5-6 – Continuation of independent research, project development, and faculty consultation for series #1  
 Weeks 7-8 – Midterm critiques series #1, written work, formal presentations, documentation, exhibition  
 Weeks 9-10 – Independent research, project development, and faculty consultation for series #2  
 Weeks 11-13 – Written work, research, project development, exhibition, formal presentations, documentation, final critiques



**Memo for Program Changes**

To: CACC, UEC

From: Alisa Webb, Associate Dean of Students, Arts

Date: May 17, 2016

**Subject: Program change Liberal Arts 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:

2. Rationale for change(s):

Program Alignment: The current Liberal Arts Diploma (LAD) echoes the breadth requirements of the BA. This ensures that students completing a LAD can ladder into the BA with ease. With the approved revision to the BA effective September 2017, it is important to update the LAD so that it aligns with the revised BA.

Admissions: Currently the LAD is an exit credential. Students cannot apply to it; they can only graduate with it. With the shift away from Arts Studies towards Qualifying Studies, it makes sense to shift the LAD to direct-entry credential with slightly lower entrance requirements than the BA. This will allow students who are on the cusp of meeting BA entrance requirements to enter the LAD instead of QS. This will decrease the pressure on QS, while also providing an avenue for Arts-bound students. It will also provide an important avenue for QS students who have successfully completed more than 9 credits, but less than 30, and wish to move into a credentialed program.

Further, diplomas are popular with International students, with many choosing the General Studies Diploma (which allows direct entry). Adding direct admissions to the LAD would increase the options for International students looking to complete a 60-credit credential at UFV.

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

The revised calendar copy more clearly articulates the connection between LAD and UFV ILOs. Lower-level requirements all have stipulated outcomes.

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

Arts has been consistent in ensuring the indigenization of its courses. Students taking Arts courses towards the LAD will encounter indigenous content, themes, and methods in a range of disciplines.

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

No additional resources required

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

It is difficult to determine the effect on enrolment. Because the LAD is currently an exit credential, students apply to graduate with it, but we have no sense how many are actively working towards it. We anticipate that students who might have previously sought entrance to the BA, but were denied because of slightly lower high school marks, will now find a home in LAD rather than QS.

There will also be a transitional period. Students may be working towards LAD at the time the program changes; these students could be caught in the middle of such change as we cannot grandfather the diploma requirements in the same way we would for the BA or another entrance credential. We would be committed to working with such students caught in the middle to arrive at solutions, such as waiving certain requirements.

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?

The overall number of required credits remains the same. The current LAD requires a minimum of 10 credits in core skills (writing, lab science, and reasoning) and 12 credits of breadth (6 Humanities and 6 Social Sciences). The revised LAD requires 5-7 courses to meet the core requirements (15-17 credits) and no breadth.

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 needed

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.

No budgetary implications

### College of Arts Diploma Statistics

*Prepared by the Office of Institutional Research and Planning*

#### Diploma Program by Student Type Headcount

| Program                                                           | Student Type              | 2010-11     | 2011-12    | 2012-13    | 2013-14    | 2014-15    | 2015-16    |
|-------------------------------------------------------------------|---------------------------|-------------|------------|------------|------------|------------|------------|
| Associate of Arts Degree                                          | Domestic - Aboriginal     | 4           | 8          | 9          | 13         | 11         | 18         |
|                                                                   | Domestic - Non Aboriginal | 106         | 116        | 107        | 135        | 176        | 231        |
|                                                                   | International             | 8           | 7          | 6          | 6          | 5          | 22         |
| <b>Total Associate of Arts Degree</b>                             |                           | <b>118</b>  | <b>131</b> | <b>122</b> | <b>154</b> | <b>192</b> | <b>271</b> |
| Associate of Arts Degree: Intl & Dev Studies                      | Domestic - Aboriginal     |             |            |            |            |            | 1          |
|                                                                   | Domestic - Non Aboriginal |             |            |            |            |            | 1          |
|                                                                   | International             |             |            |            |            |            | 5          |
| <b>Total Associate of Arts Degree: Intl &amp; Dev Studies</b>     |                           |             |            |            |            |            | <b>7</b>   |
| Associate of Arts Degree: Media & Communications                  | Domestic - Non Aboriginal |             |            |            |            |            | 2          |
|                                                                   | International             |             |            |            |            |            | 3          |
| <b>Total Associate of Arts Degree: Media &amp; Communications</b> |                           |             |            |            |            |            | <b>5</b>   |
| Associate of Arts Degree: Theatre                                 | Domestic                  | 1           | 9          | 1          | 1          | 1          | 1          |
| <b>Total Associate of Arts Degree: Theatre</b>                    |                           | <b>1</b>    | <b>9</b>   | <b>1</b>   | <b>1</b>   | <b>1</b>   | <b>1</b>   |
| Diploma in General Studies                                        | Domestic - Aboriginal     | 46          | 51         | 61         | 48         | 53         | 45         |
|                                                                   | Domestic - Non Aboriginal | 996         | 854        | 777        | 718        | 698        | 742        |
|                                                                   | International             | 20          | 32         | 40         | 39         | 40         | 65         |
| <b>Total Diploma in General Studies</b>                           |                           | <b>1062</b> | <b>937</b> | <b>878</b> | <b>805</b> | <b>791</b> | <b>852</b> |
| Graphic and Digital Design Diploma                                | Domestic - Aboriginal     |             |            | 2          | 2          | 2          | 2          |
|                                                                   | Domestic - Non Aboriginal |             |            | 16         | 31         | 38         | 38         |
|                                                                   | International             |             |            | 1          | 3          | 4          | 4          |
| <b>Total Graphic and Digital Design Diploma</b>                   |                           |             |            | <b>19</b>  | <b>36</b>  | <b>44</b>  | <b>44</b>  |

**Diploma Program Proportions**

| <b>Program</b>                                                    | <b>Student Type</b>       | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> |
|-------------------------------------------------------------------|---------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Associate of Arts Degree                                          | Domestic - Aboriginal     | 3.4%           | 6.1%           | 7.4%           | 8.4%           | 5.7%           | 6.6%           |
|                                                                   | Domestic - Non Aboriginal | 89.8%          | 88.5%          | 87.7%          | 87.7%          | 91.7%          | 85.2%          |
|                                                                   | International             | 6.8%           | 5.3%           | 4.9%           | 3.9%           | 2.6%           | 8.1%           |
| <b>Total Associate of Arts Degree</b>                             |                           | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |
| Associate of Arts Degree: Intl & Dev Studies                      | Domestic - Aboriginal     |                |                |                |                |                | 14.3%          |
|                                                                   | Domestic - Non Aboriginal |                |                |                |                |                | 14.3%          |
|                                                                   | International             |                |                |                |                |                | 71.4%          |
| <b>Total Associate of Arts Degree: Intl &amp; Dev Studies</b>     |                           |                |                |                |                |                | <b>100%</b>    |
| Associate of Arts Degree: Media & Communications                  | Domestic - Non Aboriginal |                |                |                |                |                | 40%            |
|                                                                   | International             |                |                |                |                |                | 60%            |
| <b>Total Associate of Arts Degree: Media &amp; Communications</b> |                           |                |                |                |                |                | <b>100%</b>    |
| Diploma in General Studies                                        | Domestic - Aboriginal     | 4.3%           | 5.4%           | 6.9%           | 6.0%           | 6.7%           | 5.3%           |
|                                                                   | Domestic - Non Aboriginal | 93.8%          | 91.1%          | 88.5%          | 89.2%          | 88.2%          | 87.1%          |
|                                                                   | International             | 1.9%           | 3.4%           | 4.6%           | 4.8%           | 5.1%           | 7.6%           |
| <b>Total Diploma in General Studies</b>                           |                           | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |
| Graphic and Digital Design Diploma                                | Domestic - Aboriginal     |                |                | 10.5%          | 5.6%           | 4.5%           | 4.5%           |
|                                                                   | Domestic - Non Aboriginal |                |                | 84.2%          | 86.1%          | 86.4%          | 86.4%          |
|                                                                   | International             |                |                | 5.3%           | 8.3%           | 9.1%           | 9.1%           |
| <b>Total Graphic and Digital Design Diploma</b>                   |                           |                |                | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |

**Count of Diploma Graduates by Student Type**

| <b>Program</b>                                  | <b>Student Type</b>       | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> |
|-------------------------------------------------|---------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Associate of Arts Degree                        | Domestic - Aboriginal     |                | 1              | 1              | 3              | 2              | 5              |
|                                                 | Domestic - Non Aboriginal | 23             | 24             | 40             | 31             | 42             | 44             |
|                                                 | International             | 6              | 12             | 4              | 3              | 1              | 2              |
| <b>Total Associate of Arts Degree</b>           |                           | <b>29</b>      | <b>37</b>      | <b>45</b>      | <b>37</b>      | <b>45</b>      | <b>51</b>      |
| Diploma in General Studies                      | Domestic - Aboriginal     |                | 2              | 3              | 1              | 1              | 1              |
|                                                 | Domestic - Non Aboriginal | 12             | 22             | 29             | 21             | 18             | 23             |
|                                                 | International             | 3              | 11             | 19             | 18             | 29             | 43             |
| <b>Total Diploma in General Studies</b>         |                           | <b>15</b>      | <b>35</b>      | <b>51</b>      | <b>40</b>      | <b>48</b>      | <b>67</b>      |
| Diploma in Liberal Arts                         | Domestic - Aboriginal     | 1              | 2              | 1              | 5              | 7              | 5              |
|                                                 | Domestic - Non Aboriginal | 42             | 74             | 102            | 101            | 109            | 106            |
|                                                 | International             | 3              | 4              | 9              | 3              | 2              | 7              |
| <b>Total Diploma in Liberal Arts</b>            |                           | <b>46</b>      | <b>80</b>      | <b>112</b>     | <b>109</b>     | <b>118</b>     | <b>118</b>     |
| Graphic and Digital Design Diploma              | Domestic - Aboriginal     |                |                |                | 1              |                | 1              |
|                                                 | Domestic - Non Aboriginal |                |                |                | 10             | 19             | 15             |
|                                                 | International             |                |                |                | 2              |                | 4              |
| <b>Total Graphic and Digital Design Diploma</b> |                           |                |                |                | <b>13</b>      | <b>19</b>      | <b>20</b>      |
| <b>Total Grads</b>                              |                           | <b>90</b>      | <b>152</b>     | <b>208</b>     | <b>186</b>     | <b>211</b>     | <b>236</b>     |

**Proportion of Diploma Graduates by Student Type**

| <b>Program</b>                                  | <b>Student Type</b>       | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> | <b>2013-14</b> | <b>2014-15</b> | <b>2015-16</b> |
|-------------------------------------------------|---------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Associate of Arts Degree                        | Domestic - Aboriginal     |                | 2.7%           | 2.2%           | 8.1%           | 4.4%           | 9.8%           |
|                                                 | Domestic - Non Aboriginal | 79.3%          | 64.9%          | 88.9%          | 83.8%          | 93.3%          | 86.3%          |
|                                                 | International             | 20.7%          | 32.4%          | 8.9%           | 8.1%           | 2.2%           | 3.9%           |
| <b>Total Associate of Arts Degree</b>           |                           | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |
| Diploma in General Studies                      | Domestic - Aboriginal     |                | 5.7%           | 5.9%           | 2.5%           | 2.1%           | 1.5%           |
|                                                 | Domestic - Non Aboriginal | 80%            | 62.9%          | 56.9%          | 52.5%          | 37.5%          | 34.3%          |
|                                                 | International             | 20%            | 31.4%          | 37.3%          | 45.0%          | 60.4%          | 64.2%          |
| <b>Total Diploma in General Studies</b>         |                           | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |
| Diploma in Liberal Arts                         | Domestic - Aboriginal     | 2.2%           | 2.5%           | 0.9%           | 4.6%           | 5.9%           | 4.2%           |
|                                                 | Domestic - Non Aboriginal | 91.3%          | 92.5%          | 91.1%          | 92.7%          | 92.4%          | 89.8%          |
|                                                 | International             | 6.5%           | 5.0%           | 8.0%           | 2.8%           | 1.7%           | 5.9%           |
| <b>Total Diploma in Liberal Arts</b>            |                           | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |
| Graphic and Digital Design Diploma              | Domestic - Aboriginal     |                |                |                | 7.7%           |                | 5%             |
|                                                 | Domestic - Non Aboriginal |                |                |                | 76.9%          | 100%           | 75%            |
|                                                 | International             |                |                |                | 15.4%          |                | 20%            |
| <b>Total Graphic and Digital Design Diploma</b> |                           |                |                |                | <b>100%</b>    | <b>100%</b>    | <b>100%</b>    |

**Aggregation of College of Arts Diploma Program Headcount by Student Type**

| Student Type              | 2010-11     | 2011-12     | 2012-13     | 2013-14    | 2014-15     | 2015-16     |
|---------------------------|-------------|-------------|-------------|------------|-------------|-------------|
| Domestic - Aboriginal     | 50          | 58          | 72          | 63         | 66          | 65          |
| Domestic - Non Aboriginal | 1099        | 976         | 900         | 883        | 909         | 1013        |
| International             | 28          | 39          | 47          | 48         | 49          | 98          |
| <b>Total</b>              | <b>1177</b> | <b>1073</b> | <b>1019</b> | <b>994</b> | <b>1024</b> | <b>1176</b> |

**% Aggregation of College of Arts Diploma Program Headcount by Student Type**

| Student Type              | 2010-11     | 2011-12     | 2012-13     | 2013-14     | 2014-15     | 2015-16     |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Domestic - Aboriginal     | 4.2%        | 5.4%        | 7.1%        | 6.3%        | 6.4%        | 5.5%        |
| Domestic - Non Aboriginal | 93.4%       | 91.0%       | 88.3%       | 88.8%       | 88.8%       | 86.1%       |
| International             | 2.4%        | 3.6%        | 4.6%        | 4.8%        | 4.8%        | 8.3%        |
| <b>Total</b>              | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

**Aggregation of College of Arts Diploma Program Grads by Student Type**

| Student Type              | 2010-11   | 2011-12    | 2012-13    | 2013-14    | 2014-15    | 2015-16    |
|---------------------------|-----------|------------|------------|------------|------------|------------|
| Domestic - Aboriginal     | 2         | 7          | 7          | 9          | 10         | 10         |
| Domestic - Non Aboriginal | 76        | 120        | 171        | 151        | 169        | 173        |
| International             | 12        | 25         | 30         | 26         | 32         | 53         |
| <b>Total</b>              | <b>90</b> | <b>152</b> | <b>208</b> | <b>186</b> | <b>211</b> | <b>236</b> |

**% Aggregation of College of Arts Diploma Program Grads by Student Type**

| Student Type              | 2010-11     | 2011-12     | 2012-13     | 2013-14     | 2014-15     | 2015-16     |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Domestic - Aboriginal     | 2.2%        | 4.6%        | 3.4%        | 4.8%        | 4.7%        | 4.2%        |
| Domestic - Non Aboriginal | 84.4%       | 78.9%       | 82.2%       | 81.2%       | 80.1%       | 73.3%       |
| International             | 13.3%       | 16.4%       | 14.4%       | 14.0%       | 15.2%       | 22.5%       |
| <b>Total</b>              | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

## Liberal Arts diploma (calendar copy with revisions; clean copy follows)

The Liberal Arts diploma is an exit credential which does not take direct admissions. Students can graduate from the Liberal Arts diploma while in another program, as long as all program requirements have been met. Students not currently in a UFV program might consider applying to the Bachelor of Arts or Associate of Arts degree programs, or Qualifying Studies. [AW1]

The Liberal Arts diploma program requires a minimum of 60 university-level credits. It is designed to provide students with a breadth of intellectual and academic experience while recognizing the importance of concentrated study in a specific field or discipline.

A UFV Liberal Arts Diploma (LAD) will equip you with the skills and knowledge you need to be a reflective, articulate, and informed citizen within the Fraser Valley and beyond. A LAD offers you foundational skills, learning, and engagement in communication, critical thinking, quantitative literacy, scientific literacy, as well as the opportunity to begin concentrated study in a specific field or discipline. The diploma may serve as an educational goal or as an intermediate qualification for those who plan to transfer or who plan to ladder into a degree program at UFV. Students successfully completing a LAD will have met most of the lower-level requirements for the BA as well as courses which can be used towards minors, extended minors, and/or majors.

The diploma addresses the needs of students pursuing educational or career goals in the humanities or social sciences. The Liberal Arts diploma may serve as an educational goal or as an intermediate qualification for those who transfer to other educational institutions. Students planning to obtain the Bachelor of Arts offered by the college of Arts can complete the diploma and satisfy the general program requirements for the BA degree and the lower-level requirements for their major, extended minors, or minor program(s).

Students who pursue the Liberal Arts diploma will be subject to the policies on program continuance and warning that apply to the program they have been admitted to. For details on academic standing and undergraduate continuance, see the Undergraduate Continuance section of the academic calendar. Some programs may have a continuance requirement which is higher than the institutional standard.

### Graduation

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Advisor.

Students who qualify to receive a Liberal Arts diploma must be approved by an Advisor and the Senate. Students must apply for graduation by completing the Graduation Request form available [ufv.ca/admissions/forms](http://ufv.ca/admissions/forms) or at the Office of the Registrar. We recommend this be done in the first month of the final semester. The final deadline for students who wish to attend the June Convocation ceremony is April 1st of each year, with all program requirements completed by April 30th of each year.

### Entrance Requirements and Admissions:



Option 1: High School or Equivalent to High School

High School (for students with high school graduation only)

1. BC secondary school graduation or equivalent
2. A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a C+ in one additional approved Grade 12 course.

Out-of-Province Applicants:

1. Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-Country Applicants:

1. Students ~~who~~ must have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent of C+ (equated to the UFV grading system) in one course equivalent to an approved Grade 12 course.

Alternatives to High School Graduation:

1. If you have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Option 2: Post-Secondary Entrance (for students who have attended some post-secondary school)

1. ~~1.~~ Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted.
2. Meet prerequisites for ENGL 105 or CMNS 155.

Students who do not meet these requirements might consider Qualifying Studies and/or a meeting with a UFV Academic Advisor.

When to apply:

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see specific intake application process.

How to apply:

1. Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

Additional documents required for a complete application:

- Official transcripts or interim transcripts from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements
- o Must be sent directly to UFV from the originating institutions
- o Need to arrive within two weeks of the date of your application in order to retain your original application date

For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades are due August 3.

2. You will be advised of an admission decision and, if accepted, will be 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 is due the end of the second week of classes.

3. 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:

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

Fees and additional costs:

See the Fees and Other Costs section. Books and additional supplies cost approximately \$100 per course.

**Program requirements:**

There are two sets of requirements to note: Program Requirements and Foundational Skills Requirements.

Program Requirements

- 60 university-level credits, of which 30 must be completed at UFV
- Of the 60 credits:

- 33 credits **must be** in Arts subjects (Social Sciences, Humanities, or Creative Arts)
- 27 credits **can be** in any subject at the university level (100-level and above)
- At least 24 credits must be 200-level or above

A total of 60 university-level credits with an overall cumulative grade point average of 2.0 is required to complete this program. Of those 60 credits, 30 must be completed at UFV. Thirty-three credits must be in Arts chosen from the following list of subjects:

▲ Anthropology, art history, communications (CMNS 155 and above), criminology/criminal justice (excluding CRIM 201, 202, and 203), economics, English, film, geography, history, international studies, Latin American studies, mathematics/statistics, media and communication studies, modern languages, philosophy, political science, psychology, religious studies, sociology, theatre, and visual arts.

Of the remaining 27 credits, up to 12 credits (at the 100-level or higher) may be from outside the Arts and Sciences. A Science course, as defined by the British Columbia Council on Admissions and Transfer, will include biology, chemistry, computing science, kinesiology, mathematics/statistics, and physics.

Liberal Arts diploma students must consider the following in making their course selection:

- ▲ Access to seats in some courses may be limited due to course prerequisites and/or seats reserved for students in specific programs or majors.
- ▲ Students considering a teaching career should be aware that not all disciplines or programs are recognized for professional certification. As teacher education programs are professional programs, students should seek advice regarding course selection from an Advisor or from the institution which they plan to attend.

Students planning to continue on to complete the Bachelor of Arts degree offered by the College of Arts are advised to take courses to satisfy their choices within the following requirements: Breadth, Writing, Reasoning, Lab Science, Humanities, and Social Sciences, and to follow the discipline requirements of their chosen major, extended minors, or minor program(s).

#### Foundational Skills Requirement (4-5 courses)

| <b><u>Foundational Skill</u></b>                     | <b><u>Requirement</u></b>                                                                                           | <b><u>Benchmark</u></b>       |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b><u>Writing Foundation</u></b>                     | <u>CMNS 155, ENGL 105, or an A in English 12 or equivalent</u>                                                      | <u>Complete by 30 credits</u> |
| <b><u>Written, Oral, or Visual Communication</u></b> | <u>One of AH 100, AH 101, AH 102, AH 204, CMNS 235, CMNS 251, VA 113, VA 115, or VA 116</u>                         | <u>Complete by 60 credits</u> |
| <b><u>Critical Thinking</u></b>                      | <u>PHIL 100</u>                                                                                                     | <u>Complete by 30 credits</u> |
| <b><u>Quantitative Literacy</u></b>                  | <u>One of ECON 100, ECON 101, GEOG 253, MATH 105, MATH 110, MATH 123, MATH 140, MATH 141, STAT 104, or STAT 106</u> | <u>Complete by 60 credits</u> |
| <b><u>Scientific Literacy</u></b>                    | <u>One of BIO 105, BIO 106, GEOG 103, or GEOG 105</u>                                                               | <u>Complete by 60 credits</u> |

Note: Students may not use the same course to meet more than one foundational skill requirement.

Each foundational skill course aligns with specific outcomes.

| <b>Foundational Skill</b>                                                                            | <b>Successful students will be able to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Writing Foundation</u></b>                                                                     | <ul style="list-style-type: none"> <li>• <u>Demonstrate knowledge of how audience, purpose, and situation shape written communication</u></li> <li>• <u>Employ conventions of organization, presentation, formatting, and style in a range of genres</u></li> <li>• <u>Use source material ethically and critically in written communication</u></li> <li>• <u>Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources</u></li> </ul>                                                                  |
| <b><u>Second course in communication: students choose oral, visual, or written communication</u></b> | <b><u>Oral Communication Option:</u></b> <ul style="list-style-type: none"> <li>• <u>Demonstrate confidence and clarity of purpose when speaking in a public context</u></li> <li>• <u>Employ delivery and organization techniques that strengthen reception of the central idea</u></li> <li>• <u>Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking</u></li> <li>• <u>Critique one's own and other's oral presentation skills constructively</u></li> </ul>                                      |
|                                                                                                      | <b><u>Visual Communication Option:</u></b> <ul style="list-style-type: none"> <li>• <u>Identify the formal elements of a variety of visual media</u></li> <li>• <u>Analyze visual media within a critical, contextual framework</u></li> <li>• <u>Source and use images ethically</u></li> <li>• <u>Communicate capably with and about images</u></li> </ul>                                                                                                                                                                                     |
|                                                                                                      | <b><u>Written Communication Option:</u></b> <ul style="list-style-type: none"> <li>• <u>Write for different audiences, purposes, and situations</u></li> <li>• <u>Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style</u></li> <li>• <u>Consistently use credible, relevant sources to support ideas or arguments</u></li> <li>• <u>Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission</u></li> </ul> |
| <b><u>Critical Thinking</u></b>                                                                      | <ul style="list-style-type: none"> <li>• <u>Evaluate arguments and their supporting evidence</u></li> <li>• <u>Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines</u></li> <li>• <u>Construct rational arguments</u></li> <li>• <u>Identify and assess counter-arguments to one's position</u></li> </ul>                                                                                                                                                                                 |
| <b><u>Quantitative Literacy</u></b>                                                                  | <ul style="list-style-type: none"> <li>• <u>Explain and interpret information presented in quantitative forms</u></li> <li>• <u>Convert relevant information into quantitative forms</u></li> <li>• <u>Draw conclusions from an analysis of quantitative data</u></li> <li>• <u>Use quantitative evidence in support of an argument</u></li> </ul>                                                                                                                                                                                               |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scientific Literacy</b> | <ul style="list-style-type: none"> <li>• Express positions that are scientifically informed</li> <li>• Evaluate the quality of scientific information based on its source and the methods used to generate it</li> <li>• Articulate the role of observation and experimentation in the development of scientific theories</li> <li>• Identify ethical issues involved in the practice and application of science</li> <li>• Discuss the relevance of science in their lives and how it may affect them in their public and private roles</li> </ul> |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Students ~~wishing~~planning to apply to the UFV BA after completion of the LAD should familiarize themselves with additional BA requirements, particularly the second language competency requirement, as well as the requirements for specific majors, extended minors, and minors.

LAD graduates who ladder into the UFV BA will need to complete ARTS 101 within 15 credits of admission to the BA. They will not be required to complete ARTS 201. ARTS 301 will need to be completed before 90 credits and ARTS 401 will need to be completed between 91 and 120 credits.

#### Breadth requirement

~~30 university level credits from at least five subject areas. No more than 12 credits from any one subject area can be used to satisfy this requirement.~~

#### Writing requirement

Three credits from:

- ENGL 105
- ENGL 210 or CMNS 155
- ARTS 100 (see Note)

Note: ARTS 100 meets both the writing requirement and the reasoning requirement.

#### Reasoning requirement

~~One of PHIL 100 or ARTS 100 (see Note 1), or at least three credits from each list:~~

#### Humanities List Social Sciences List

- AH 205, 316
- CMNS 251, 360
- ENGL 150, 364
- HIST 300
- MATH 265
- THEA 201, 453
- ANTH 301

- ▲ECON 100
- ▲GEOG 241, 452
- ▲STAT 104
- ▲PSYC 202 (see Note), 408
- ▲SOC 255/ANTH 255/MACS 255
- ▲SOC 350

Note: This requirement may be met by PSYC 210 if previously completed.

Laboratory Science requirement

Four credits from:

- ▲Astronomy 103 or 104
- ▲BIO 100-level or higher
- ▲CHEM 100-level or higher
- ▲GEOG 101, 102, 103, or 116
- ▲KPE 163 or 170
- ▲PHYS 100-level or higher
- ▲PSYC 202 (see Note)

Note: This requirement may be met by PSYC 210 or PSYC 220 if previously completed.

Humanities requirement

Six credits from:

- ▲Art History
- ▲Communications
- ▲English 108 or higher
- ▲Film
- ▲French
- ▲History
- ▲Halq'eméylem
- ▲Interdisciplinary courses (see Note)
- ▲Japanese
- ▲Linguistics
- ▲Mandarin
- ▲Mathematics
- ▲Music
- ▲Philosophy 100 or higher
- ▲Punjabi
- ▲Religious Studies
- ▲Russian
- ▲Spanish
- ▲Theatre
- ▲Visual Arts

Note: Interdisciplinary courses are determined by an Advisor.

Social Science requirement

Six credits from:

- ▲Anthropology
- ▲Criminal Justice (see Note 1)
- ▲Economics
- ▲Geography 105, 111, 130 or higher
- ▲Global Development Studies
- ▲Interdisciplinary courses (see Note 2)
- ▲Latin American Studies
- ▲Media and Communication Studies
- ▲Political Science
- ▲Psychology
- ▲Sociology
- ▲Women's Studies

Note 1: Please contact an Advisor for details regarding acceptable criminal justice courses.

Note 2: Interdisciplinary courses are determined by an Advisor.

Elective requirement

University level elective credit(s), to bring total credits to 60.

Note: Students should choose their electives according to the degree they may be pursuing. Please refer to the appropriate section of the calendar for details.

Other Arts diplomas

The following diplomas are also available at UFV:

- ▲Graphic and Digital Design diploma
- ▲Theatre diploma
- ▲Visual Arts diploma

Courses from other institutions:

UFV students who wish to take courses at another institution for credit towards the LAD must obtain permission in advance from an academic advisor. A Letter of Permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a Letter of Permission. When approval has been granted, the Registrar's office Office of the Registrar will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

Policies Relevant to the LAD:

1. Course Repeat Policy (86): Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A "W" or "AU" course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.

2. Undergraduate Continuance (92): Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.

43. Transfer Credit (107) and, Prior Learning Assessment (94): Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy Liberal Arts Diploma requirements. They can also earn academic credit through an assessment of prior learning.

Residency:

To meet the residency requirement of the LAD, 30 credits ~~for the LAD~~ must be completed at UFV.

Graduation:

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with an Academic Advisor. To be eligible, students must have completed the LAD program with a minimum CGPA of 2.00.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. This should 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 1 of each year, with all program requirements completed by April 30 of each year.

Course listings

For complete details on courses, please consult the appropriate category in the course descriptions section.



## **Liberal Arts diploma (clean calendar copy)**

A UFV Liberal Arts Diploma (LAD) will equip you with the skills and knowledge you need to be a reflective, articulate, and informed citizen within the Fraser Valley and beyond. A LAD offers you foundational skills, learning, and engagement in communication, critical thinking, quantitative literacy, scientific literacy, as well as the opportunity to begin concentrated study in a specific field or discipline. The diploma may serve as an educational goal or as an intermediate qualification for those who plan to transfer or who plan to ladder into a degree program at UFV. Students successfully completing a LAD will have met most of the lower-level requirements for the BA as well as courses which can be used towards minors, extended minors, and/or majors.

### **Entrance Requirements and Admissions:**

#### **Option 1: High School or Equivalent to High School**

High School (for students with high school graduation only)

1. BC secondary school graduation or equivalent
2. A minimum of a C+ in English 12 or equivalent (English 12 First Peoples, English Literature 12, AP English, or IB English A – standard level or higher) and a minimum of a C+ in one additional approved Grade 12 course.

Out-of-Province Applicants:

1. Students will be considered on the basis of courses equivalent to Approved B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-Country Applicants:

1. Students must have B.C. secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent of C+ (equated to the UFV grading system) in one course equivalent to an approved Grade 12 course.

Alternatives to High School Graduation:

1. If you have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate, you may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

**Option 2: Post-Secondary Entrance (for students who have attended some post-secondary school)**

1. Completion of a minimum of 9 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 on all credits attempted.
2. Meet prerequisites for ENGL 105 or CMNS 155.

Students who do not meet these requirements might consider Qualifying Studies and/or a meeting with a UFV Academic Advisor.

**When to apply:**

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see specific intake application process.

**How to apply:**

1. Apply online at [ufv.ca/admissions/admissions/apply](http://ufv.ca/admissions/admissions/apply).

Additional documents required for a complete application:

- Official transcripts or interim transcripts from all post-secondary institutions you have attended (other than UFV) showing grade/course achievement as per entrance requirements
  - Must be sent directly to UFV from the originating institutions
  - Need to arrive within two weeks of the date of your application in order to retain your original application date

For high school entrance, a final official transcript (if you have graduated). For students currently in Grade 12, final grades are due August 3.

2. You will be advised of an admission decision and, if accepted, will be 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 is due the end of the second week of classes.
3. 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:**

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

### **Fees and additional costs:**

See the Fees and Other Costs section. Books and additional supplies cost approximately \$100 per course.

### **Program requirements:**

There are two sets of requirements to note: Program Requirements and Foundational Skills Requirements.

#### **Program Requirements**

- 60 university-level credits, of which 30 must be completed at UFV
- Of the 60 credits:
  - o 33 credits must be in Arts subjects (Social Sciences, Humanities, or Creative Arts)
  - o 27 credits can be in any subject at the university level (100-level and above)
  - o At least 24 credits must be 200-level or above

#### **Foundational Skills Requirement (4-5 courses)**

| <b>Foundational Skill</b>                     | <b>Requirement</b>                                                                                           | <b>Benchmark</b>       |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Writing Foundation</b>                     | CMNS 155, ENGL 105, or an A in English 12 or equivalent                                                      | Complete by 30 credits |
| <b>Written, Oral, or Visual Communication</b> | One of AH 100, AH 101, AH 102, AH 204, CMNS 235, CMNS 251, VA 113, VA 115, or VA 116                         | Complete by 60 credits |
| <b>Critical Thinking</b>                      | PHIL 100                                                                                                     | Complete by 30 credits |
| <b>Quantitative Literacy</b>                  | One of ECON 100, ECON 101, GEOG 253, MATH 105, MATH 110, MATH 123, MATH 140, MATH 141, STAT 104, or STAT 106 | Complete by 60 credits |
| <b>Scientific Literacy</b>                    | One of BIO 105, BIO 106, GEOG 103, or GEOG 105                                                               | Complete by 60 credits |

Note: Students may not use the same course to meet more than one foundational skill requirement.

Each foundational skill course aligns with specific outcomes.

| <b>Foundational Skill</b>                                                                     | <b>Successful students will be able to:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Foundation</b>                                                                     | <ul style="list-style-type: none"> <li>• Demonstrate knowledge of how audience, purpose, and situation shape written communication</li> <li>• Employ conventions of organization, presentation, formatting, and style in a range of genres</li> <li>• Use source material ethically and critically in written communication</li> <li>• Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources</li> </ul>                                                           |
| <b>Second course in communication: students choose oral, visual, or written communication</b> | <b>Oral Communication Option:</b> <ul style="list-style-type: none"> <li>• Demonstrate confidence and clarity of purpose when speaking in a public context</li> <li>• Employ delivery and organization techniques that strengthen reception of the central idea</li> <li>• Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking</li> <li>• Critique one's own and other's oral presentation skills constructively</li> </ul>                                      |
|                                                                                               | <b>Visual Communication Option:</b> <ul style="list-style-type: none"> <li>• Identify the formal elements of a variety of visual media</li> <li>• Analyze visual media within a critical, contextual framework</li> <li>• Source and use images ethically</li> <li>• Communicate capably with and about images</li> </ul>                                                                                                                                                                                     |
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| <b>Critical Thinking</b>                                                                      | <ul style="list-style-type: none"> <li>• Evaluate arguments and their supporting evidence</li> <li>• Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines</li> <li>• Construct rational arguments</li> <li>• Identify and assess counter-arguments to one's position</li> </ul>                                                                                                                                                                          |
| <b>Quantitative Literacy</b>                                                                  | <ul style="list-style-type: none"> <li>• Explain and interpret information presented in quantitative forms</li> <li>• Convert relevant information into quantitative forms</li> <li>• Draw conclusions from an analysis of quantitative data</li> <li>• Use quantitative evidence in support of an argument</li> </ul>                                                                                                                                                                                        |
| <b>Scientific Literacy</b>                                                                    | <ul style="list-style-type: none"> <li>• Express positions that are scientifically informed</li> <li>• Evaluate the quality of scientific information based on its source and the methods used to generate it</li> <li>• Articulate the role of observation and experimentation in the development of scientific theories</li> </ul>                                                                                                                                                                          |

|  |                                                                                                                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Identify ethical issues involved in the practice and application of science</li><li>• Discuss the relevance of science in their lives and how it may affect them in their public and private roles</li></ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Students planning to apply to the UFV BA after completion of the LAD should familiarize themselves with additional BA requirements, particularly the second language competency requirement, as well as the requirements for specific majors, extended minors, and minors.

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**Courses from other institutions:**

UFV students who wish to take courses at another institution for credit towards the LAD must obtain permission in advance from an academic advisor. A Letter of Permission request is available at [ufv.ca/admissions](http://ufv.ca/admissions) or can be obtained from the Office of the Registrar. Students must be in good standing (CGPA > 2.0) to receive a Letter of Permission. When approval has been granted, the Office of the Registrar will issue a Letter of Permission to the student. Residency and transfer credit policies apply.

**Policies Relevant to the LAD:**

1. Course Repeat Policy (86): Students may not register for a course more than twice without the permission of the department head/director for the discipline or their designate. All attempts will be recorded on the transcript, but only the highest grade will be included in the GPA. Transfer courses are considered in the number of attempts. A "W" or "AU" course is not counted as a duplication. Multiple repeats of the same course count as a single duplication.
2. Undergraduate Continuance (92): Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension.
3. Transfer Credit (107) and Prior Learning Assessment (94): Students who successfully complete academic course work at another post-secondary institution can transfer this credit to UFV to satisfy Liberal Arts Diploma requirements. They can also earn academic credit through an assessment of prior learning.

**Residency:**

To meet the residency requirement of the LAD, 30 credits must be completed at UFV.

**Graduation:**

Students are responsible for ensuring they are eligible to graduate, and should regularly consult with an Academic Advisor. To be eligible, students must have completed the LAD program with a minimum CGPA of 2.00.

Students must apply for graduation by completing the Graduation Request form available at [ufv.ca/admissions](http://ufv.ca/admissions), or from the Office of the Registrar. This should 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 1 of each year, with all program requirements completed by April 30 of each year.

**Course listings**

For complete details on courses, please consult the appropriate category in the course descriptions section.



# MEMO

To: Amanda Grimson for UEC

From: Dr. Bruce Kirkley, Acting Program Development and QA Coordinator

CC: Dr. Jacqueline Nolte, Dr. Peter Geller, Dr. Alisa Webb, Dr. Teresa Piper, Dr. Sylvie Murray

Date: Nov. 16, 2016

Re: Revised Framework for Proficiency Certificates in Modern Languages

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For submission to UEC please find attached:

- Revised Framework for Proficiency Certificates in Modern Languages
- Revised calendar copy

Recent changes to the UFV [Credentials policy \(64\)](#) has required a review of existing programs to ensure they align with the requirements of the revised policy. The Department of Modern Languages offers several proficiency certificates which will need to be adjusted to meet the new requirements.

The criteria for the proficiency certificates were established in the "Framework for Proficiency Certificates in Modern Languages" that was approved by PAC (Program Advisory Committee, the predecessor of UEC) in January 2005. The Program Development Office recommends that the existing framework be "grandfathered" with the criteria updated to align with the revised policy (64) and with current approval procedures for program changes, where applicable. To this end, the PDO, in consultation with the Dean's Office, College of Arts, has drafted the attached revised framework and calendar copy for the Proficiency Certificates in Modern Languages.

Specifically, the revisions include the following:

**Framework:**

- Certificates renamed to comply with Credentials policy 64
- Adding new languages for certificates requires approval from both the College of Arts Dean's Office and UEC
- Languages available for certificates to be reviewed as part of regular Academic Program Review to ensure required courses continue to be regularly scheduled and offered
- Note regarding "with distinction" notation on transcripts removed since the "with distinction" is added in all cases where students receive a GPA of at least 3.5 on all courses required for a program, as per UFV regulations:

The designation "Graduated with Distinction" recognizes those university students who have maintained a high academic standard throughout their course of studies.

To be eligible, a student must:

- have completed all the program graduation requirements with a grade point average of at least 3.5 based on the credits earned while in the program with a semester GPA of at least 3.0 in the most recent semester in which at least one graded course was completed; or
- have completed an entry-level Trades program and have an average of 90% or higher in all courses.

**Calendar Copy:**

- Certificates renamed to comply with Credentials policy 64
- Language added to specify distinction between Associate Certificate, Intermediate Proficiency and Certificate, Advanced Proficiency
- Generic note added advising students to consult with MOLA regarding equivalency of certificates to international language frameworks
- Note regarding "with distinction" removed (as per rationale under Framework above)
- Note added advising students that course availability for the certificates varies
- Specific languages available organized under the corresponding certificates



### **Framework for Proficiency Certificates in Modern Languages**

UFV will recognize ability in a modern language by awarding an associate certificate for intermediate proficiency or a certificate for advanced proficiency. This framework sets the criteria for these certificates/credentials. As the Modern Languages Institute offers more languages that provide the courses needed to meet the requirements for these credentials, the department, we may will request approval from the Dean of Arts and UEC that a these languages be included proficiency certificate be created under this framework.

Certificates in each specific language will be reviewed through the Academic Program Review process to ensure that the required courses are regularly scheduled and offered for students.

#### **Credentials to be Awarded**

An type-B certificate Associate Certificate, Intermediate Proficiency or a Certificate, Advanced Proficiency may be awarded on completion of the requirements. The specific language for which proficiency has been demonstrated will be identified in parentheses as part of the credential; i.e. Associate Certificate, Intermediate Proficiency (Halq'eméylem); Certificate, Advanced Proficiency (Spanish).

#### **How to Obtain a Proficiency Certificate**

Students in any UFV program who meet the stated requirements of any proficiency in a single language, as outlined below, certificate may apply for the corresponding associate certificate or certificate by completing a graduation application, available at Admissions and Records by April 1 (all requirements must be met by April 30).

#### **Program Requirements**

##### **Intermediate Associate Certificate, Intermediate Proficiency**

- 12 credits in a single language, including a minimum of 6 credits at the 200-level
- Or
- The Grade 12 level of a language plus 6 credits at the 200-level

##### **Advanced Certificate, Advanced Proficiency**

- 20 credits in a single language, including a minimum of 6 credits at the 200-level and 8 credits at the upper-level
- Or
- The Grade 12 level in a single language plus 14 additional credits, including a minimum of 6 credits at the 200-level and 8 credits at the upper-level

#### **General Requirements**

To be awarded a credential, the cumulative GPA for the required post-secondary courses must be at least 2.33. The grade point average for the required post-secondary courses must be at least 2.33

Students who achieve a grade point average for the required post-secondary courses of at least 4.0 will have the notation "with distinction" added to the certificate<sup>[BK1]</sup>.

At least 25% of the credits must be taken at UFV.

Credits may be earned through prior learning assessment. (Credits earned in this way do not count toward the 25% of the credits that must be taken at UFV.)

## Modern Languages

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

UFV offers university-level courses in [French](#), [German](#), [Halq'eméylem](#), [Japanese](#), [Mandarin](#), [Punjabi](#), [Spanish](#), and [Russian](#).

UFV's Modern Languages Institute offers [proficiency certificates](#) in several languages. [An Associate Certificate](#), Intermediate [Proficiency certificates are](#) offered in French, Halq'eméylem, Japanese, Mandarin, Russian, and Spanish, and [a Certificate](#), Advanced [Proficiency is certificates are](#) offered in French, Russian, and Spanish. A French [major](#), [extended minor](#), and [minor](#) are also available.

## Proficiency certificates in Modern Languages

~~UFV's Modern Languages Institute now offers proficiency certificates in several languages.~~

The ~~intermediate certificate~~ [Associate Certificate, Intermediate Proficiency](#) consists of successful completion of 12 UFV credits (i.e., two years) in a single language: 101, 102, plus two second-year courses, with a minimum 2.33 GPA.

[The Certificate, Advanced Proficiency consists of successful completion of 20 credits in a single language, including a minimum of 6 credits at the 200-level and 8 credits at the upper-level.](#)

[For both the above credentials, At at](#) least 25% of the courses must be completed at UFV. Students who already have the 101/102 component, i.e., Grade 12 level, will be able to have the first-year requirement waived.

Students in any UFV program who meet the stated requirements of ~~any~~ [proficiency in a single language, as outlined above, may apply for the corresponding associate certificate or](#) certificate ~~may apply for the certificate~~ by completing a graduation application, available at the Office of the Registrar, by April 1 (all requirements must be met by April 30).

~~Some MOLA credentials are equivalent to proficiency standards in international language frameworks such as CERF (Common European Reference Framework). Please consult the department for information on equivalencies for specific MOLA credentials.~~

~~Students in any UFV program who achieve a GPA of at least 4.0 in all applicable language courses may apply for a certificate stating that they have completed the requirements "with distinction".~~

~~Students should be aware that course availability varies and should consult with the Modern Languages department to confirm current course availability.~~

[Associate Certificates, Intermediate Proficiency](#) are currently available for the following languages:

~~Intermediate certificate in~~ French

FREN 101, 102, 219, and any one of FREN 215, 216, 225, or 230, with a minimum 2.33 GPA.

~~Intermediate certificate in~~ Halq'eméylem

HALQ 101, 102, 201, and 202 with a minimum 2.33 GPA.

~~Intermediate certificate in~~ **Japanese**

JAPN 101, 102, 201, and 202 with a minimum 2.33 GPA.

~~Intermediate certificate in~~ **Mandarin**

MAND 101, 102, 201, and 202 with a minimum 2.33 GPA.

~~Intermediate certificate in~~ **Russian**

RUSS 101, 102, 201, and 202 with a minimum 2.33 GPA.

~~Intermediate certificate in~~ **Spanish**

SPAN 101, 102, 201, and 202 with a minimum 2.33 GPA.

• ~~The Intermediate certificate in Spanish is equivalent to the A2 level of the Common European Framework of Reference (CEFR) at the moment of completion.~~

Certificates, Advanced Proficiency are currently available for the following languages:

~~Advanced certificate in~~ **French**

Completion of the requirements for the intermediate certificate in French, plus Any two of FREN 315, 319, 325, 330, or 345 with a minimum 2.33 GPA.

~~Advanced certificate in~~ **Russian**

Completion of the requirements for the intermediate certificate in Russian, plus RUSS 311 and 321 with a minimum 2.33 GPA.

~~Advanced certificate in~~ **Spanish**

Completion of the requirements for the intermediate certificate in Spanish, plus SPAN 301 and 302 with a minimum 2.33 GPA.

• ~~The Advanced certificate in Spanish is equivalent to the B1 level of the Common European Framework of Reference (CEFR) at the moment of completion.~~

**Graduation**

Candidates who qualify to receive a UFV proficiency certificate in modern languages must be approved by the UFV Department of Modern Languages ~~Institute~~ and the University College Council~~UFV Senate~~. Students transferring to another institution before graduation should speak to the head of ~~the~~ Modern Languages ~~Institute~~ regarding the application process.

**Course listings**

For complete details on courses see the course descriptions section.



# MEMO

**To:** UEC  
**From:** Randy Kelley, Director School of Trades  
**Date:** 08/12/2016  
**Re:** Heavy Mechanical Trades – Level Two Apprenticeship

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As information for UEC, Heavy Mechanical Apprenticeship Level Two has been added to programming offered by the Faculty of Applied and Technical Studies, School of Trades. This addition addresses technical education needs identified by the Industry Training Authority (ITA). This program is scheduled to start in January of 2017 and has a duration of eight weeks.

The curriculum for this program is as approved by the ITA and as outlined in the Official Program Standards Notifications. The following excerpts from the ITA's OPSN are attached; the Program Credentialing Model, the Occupational Analysis Chart, the Training Time and Suggested Topics, and the Program Content Guide for Level Two.

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.

We are able to offer this program to our students as a result of one-time funding from the Ministry of Advanced Education as part of the LNG priorities and funds have already been included in the Faculty's budget. This programming is in addition to our authorized training plan for the 2016/17 year.

This programming will provide opportunity for graduates of UFV's Heavy Mechanical Foundation and Level One programs to continue the technical education component of their apprenticeship here at UFV and eliminates the need for them to travel away from home. Further it helps contribute to province wide need for capacity for graduates of programs offered by other training providers.

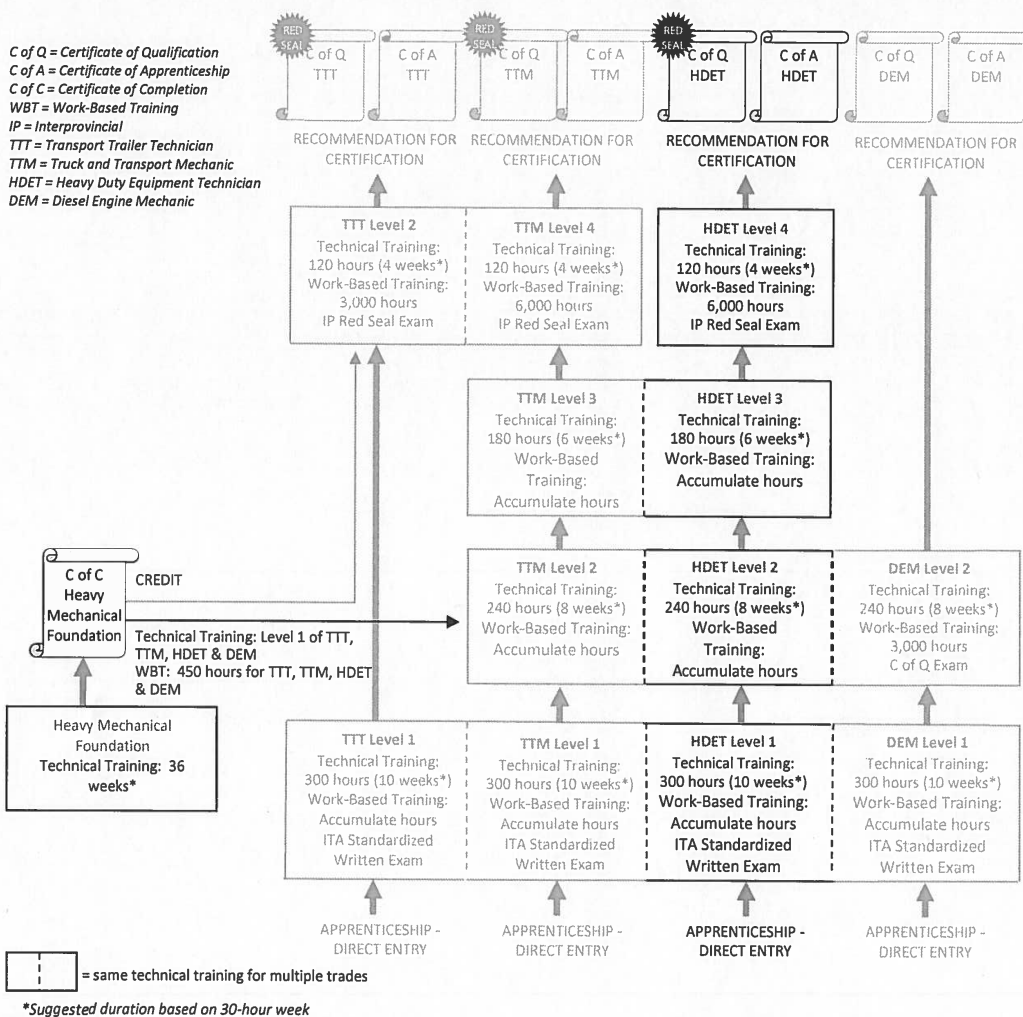


## Program Overview

### Program Credentialing Model

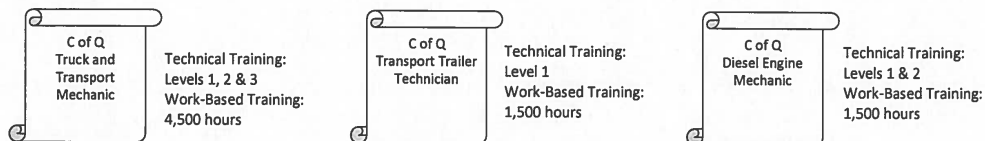
#### Apprenticeship Pathway

This graphic provides an overview of the Heavy Duty Equipment Technician apprenticeship pathway.



#### CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program





Program Overview

## Occupational Analysis Chart

### HEAVY DUTY EQUIPMENT TECHNICIAN

**Occupation Description:** The Heavy Duty Equipment Technician program covers the scope of four occupations:

**Heavy Duty Equipment Technician:** "Heavy Duty Equipment Technician" means a person who maintains, manufactures, overhauls, reconditions and repairs equipment powered by internal combustion engines or electricity and without limiting the foregoing, including graders, loaders, shovels, tractors, trucks, forklifts, wheeled and tracked vehicles of all types used in construction, logging, sawmill, manufacturing, mining and other similar industry.

|                                 |                                           |                                                       |                                                      |                              |                                          |                                                       |
|---------------------------------|-------------------------------------------|-------------------------------------------------------|------------------------------------------------------|------------------------------|------------------------------------------|-------------------------------------------------------|
| <b>Occupational Skills</b><br>A | Use Safe Work Practices<br>A1             | Use Hand Tools, Power Tools, and Shop Equipment<br>A4 | Use Fasteners and Fittings<br>A5                     | Lift and Support Loads<br>A6 | Operate Equipment<br>A7                  | Use Shop Resources and Record Keeping Practices<br>A8 |
|                                 | Service Winch Wire Rope<br>A9             | Identify Lubricants<br>A10                            | Service Bearings and Seals<br>A11                    | Use Electronic Media<br>A13  | Use Cutting and Welding Equipment<br>A14 | Describe Diagnostic Procedures<br>A16                 |
|                                 | Service and Repair Hydraulic Brakes<br>B1 | Service and Repair Hydraulic Power Brakes<br>B2       | Service and Repair Air Brakes<br>B3                  |                              |                                          |                                                       |
|                                 | Describe Hydraulic Systems<br>C1          | Service Hydraulic Components<br>C2                    | Diagnose and Repair Advanced Hydraulic Systems<br>C3 |                              |                                          |                                                       |
| <b>Brakes</b><br>B              | 1                                         | 1                                                     | 1                                                    | 1                            | 1                                        | 1                                                     |
| <b>Hydraulics</b><br>C          | 1                                         | 1                                                     | 4                                                    |                              |                                          |                                                       |



Program Overview

**Electrical** D

|                      |    |
|----------------------|----|
| Describe Electricity | D1 |
| 1                    |    |

|                                    |    |
|------------------------------------|----|
| Use Electrical Testing Instruments | D2 |
| 1                                  |    |

|                                |    |
|--------------------------------|----|
| Service and Diagnose Batteries | D3 |
| 1                              |    |

|                          |    |
|--------------------------|----|
| Service Charging Systems | D4 |
| 1                        |    |

|                                      |    |
|--------------------------------------|----|
| Diagnose and Repair Charging Systems | D5 |
| 2                                    |    |

|                          |    |
|--------------------------|----|
| Service Starting Systems | D6 |
| 1                        |    |

**Frames, Steering and Suspension** E

|                                      |    |
|--------------------------------------|----|
| Diagnose and Repair Starting Systems | D7 |
| 2                                    |    |

|                             |    |
|-----------------------------|----|
| Service Electrical Circuits | D8 |
| 1                           |    |

|                                                       |    |
|-------------------------------------------------------|----|
| Diagnose and Repair Electrical Components and Systems | D9 |
| 2                                                     |    |

|                                                       |     |
|-------------------------------------------------------|-----|
| Diagnose and Repair Electronic Components and Systems | D10 |
| 2                                                     |     |

|                                                |     |
|------------------------------------------------|-----|
| Diagnose and Repair Vehicle Management Systems | D11 |
| 2                                              |     |

|                                                     |     |
|-----------------------------------------------------|-----|
| Service, Diagnose and Repair Electric Drive Systems | D13 |
|                                                     | 4   |

|                                   |     |
|-----------------------------------|-----|
| Diagnose and Repair Undercarriage | E10 |
|                                   | 4   |

|                          |    |
|--------------------------|----|
| Service Steering Systems | E2 |
| 1                        |    |

|                                                 |    |
|-------------------------------------------------|----|
| Service, Diagnose and Repair Suspension Systems | E4 |
| 1                                               |    |

|                            |    |
|----------------------------|----|
| Diagnose and Repair Frames | E6 |
| 1                          |    |

|                                                |    |
|------------------------------------------------|----|
| Diagnose and Repair Wheeled Equipment Steering | E8 |
|                                                | 4  |

|                                            |    |
|--------------------------------------------|----|
| Diagnose and Repair Track Machine Steering | E9 |
|                                            | 4  |

**Trailer** F

|                                              |    |
|----------------------------------------------|----|
| Service Landing Gear and Trailer Accessories | F1 |
| 1                                            |    |

|                                     |    |
|-------------------------------------|----|
| Service and Repair Coupling Systems | F2 |
| 1                                   |    |

|                                                      |    |
|------------------------------------------------------|----|
| Service, Diagnose and Repair Trailer Body Components | F3 |
| 1                                                    |    |

|                                                                |    |
|----------------------------------------------------------------|----|
| Service, Diagnose and Repair Heating and Refrigeration Systems | F4 |
| 1                                                              |    |

**Heating, Ventilation and Air Conditioning** G

|                                                    |    |
|----------------------------------------------------|----|
| Describe Heating and Air Conditioning Fundamentals | G1 |
| 1                                                  |    |

|                                                          |    |
|----------------------------------------------------------|----|
| Diagnose and Repair Heating and Air Conditioning Systems | G2 |
| 1                                                        |    |



Program Overview

**Engines and Supporting Systems** H

|                              |    |  |  |  |
|------------------------------|----|--|--|--|
| Describe Engine Fundamentals | H1 |  |  |  |
| 2                            |    |  |  |  |

|                                               |    |  |  |
|-----------------------------------------------|----|--|--|
| Diagnose and Repair<br>Engine Support Systems | H3 |  |  |
| 2                                             |    |  |  |

|                                           |    |  |  |  |
|-------------------------------------------|----|--|--|--|
| Diagnose and Repair Diesel Supply Systems | H5 |  |  |  |
|                                           | 2  |  |  |  |

|                                   |    |  |  |  |
|-----------------------------------|----|--|--|--|
| Describe Alternative Fuel Systems | H7 |  |  |  |
|                                   | 2  |  |  |  |

|                                 |    |  |  |  |
|---------------------------------|----|--|--|--|
| Diagnose Engines and Components | H8 |  |  |  |
|                                 | 2  |  |  |  |

|                               |     |  |  |
|-------------------------------|-----|--|--|
| Remove Engines and Components | H10 |  |  |
|                               | 2   |  |  |

**Describe Diesel Fuel Injection Fundamentals** H11

|                                             |  |     |  |
|---------------------------------------------|--|-----|--|
| Describe Diesel Fuel Injection Fundamentals |  | H11 |  |
| 2                                           |  |     |  |

|                                                             |     |  |  |  |
|-------------------------------------------------------------|-----|--|--|--|
| Diagnose and Repair<br>Mechanical Fuel Injection<br>Systems | H12 |  |  |  |
|                                                             | 2   |  |  |  |

|                                                          |     |  |  |  |
|----------------------------------------------------------|-----|--|--|--|
| Diagnose and Repair<br>Electronic Diesel Fuel<br>Systems | H13 |  |  |  |
|                                                          | 2   |  |  |  |

|                                              |     |   |  |  |
|----------------------------------------------|-----|---|--|--|
| Diagnose and Repair Diesel Emissions Systems | H14 |   |  |  |
|                                              |     | 2 |  |  |

|                                      |     |  |  |  |
|--------------------------------------|-----|--|--|--|
| Diagnose and Repair<br>Engine Brakes | H15 |  |  |  |
|                                      | 2   |  |  |  |

**Powertrains** I

|                                 |    |
|---------------------------------|----|
| Describe Power Transfer Systems | I1 |
|                                 | 3  |

|                              |    |   |  |  |  |
|------------------------------|----|---|--|--|--|
| Diagnose and Repair Clutches | I3 |   |  |  |  |
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|---------------------------------------|----|---|--|--|--|
| Diagnose and Repair Automated Systems | I6 |   |  |  |  |
|                                       |    | 3 |  |  |  |

|                                                                   |    |  |  |  |
|-------------------------------------------------------------------|----|--|--|--|
| Diagnose and Repair Automatic Transmissions and Torque Converters | 19 |  |  |  |
|                                                                   | 3  |  |  |  |

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|-----------------------------------------------------|-----|--|--|--|--|---|--|
| Diagnose and Repair<br>Power Shift<br>Transmissions | I10 |  |  |  |  | 3 |  |
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| Diagnose and Repair Drivelines | I12 |   |  |  |  |
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| Diagnose and Repair Driveline Retarders | I17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------------------------------------|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

|                             |     |   |  |  |
|-----------------------------|-----|---|--|--|
| Diagnose and Repair Winches | I18 |   |  |  |
|                             |     | 3 |  |  |

|                                                              |     |  |   |  |
|--------------------------------------------------------------|-----|--|---|--|
| Diagnose and Repair<br>Power Take-offs and<br>Transfer Cases | I19 |  | 3 |  |
|--------------------------------------------------------------|-----|--|---|--|

**Structural Components and Accessories** J

|                                |    |  |  |  |  |
|--------------------------------|----|--|--|--|--|
| Identify Protective Structures | J1 |  |  |  |  |
| 1                              |    |  |  |  |  |

|                        |    |  |  |  |
|------------------------|----|--|--|--|
| Service Cab Structures | J2 |  |  |  |
| 1                      |    |  |  |  |

|                                         |    |   |  |  |  |  |
|-----------------------------------------|----|---|--|--|--|--|
| Diagnose and Repair Working Attachments | J4 | 4 |  |  |  |  |
|-----------------------------------------|----|---|--|--|--|--|

|                                          |    |  |  |  |  |   |
|------------------------------------------|----|--|--|--|--|---|
| Diagnose and Repair<br>Pneumatic Systems | J5 |  |  |  |  | 4 |
|------------------------------------------|----|--|--|--|--|---|





Program Overview



## Training Topics and Suggested Time Allocation

### Heavy Duty Equipment Technician – Level 2

|                                                                     |                                                       | % of Time Allocated to: |            |            |             |
|---------------------------------------------------------------------|-------------------------------------------------------|-------------------------|------------|------------|-------------|
|                                                                     |                                                       | % of Time               | Theory     | Practical  | Total       |
| <b>Line D</b>                                                       | <b>ELECTRICAL</b>                                     | <b>25%</b>              | <b>40%</b> | <b>60%</b> | <b>100%</b> |
| D5                                                                  | Diagnose and Repair Charging Systems                  |                         | ✓          | ✓          |             |
| D7                                                                  | Diagnose and Repair Starting Systems                  |                         | ✓          | ✓          |             |
| D9                                                                  | Diagnose and Repair Electrical Components and Systems |                         | ✓          | ✓          |             |
| D10                                                                 | Diagnose and Repair Electronic Components and Systems |                         | ✓          | ✓          |             |
| D11                                                                 | Diagnose and Repair Vehicle Management Systems        |                         | ✓          | ✓          |             |
| <b>Line H</b>                                                       | <b>ENGINES AND SUPPORTING SYSTEMS</b>                 | <b>75%</b>              | <b>50%</b> | <b>50%</b> | <b>100%</b> |
| H1                                                                  | Describe Engine Fundamentals                          |                         | ✓          |            |             |
| H3                                                                  | Diagnose and Repair Engine Support Systems            |                         | ✓          | ✓          |             |
| H5                                                                  | Diagnose and Repair Diesel Supply Systems             |                         | ✓          | ✓          |             |
| H7                                                                  | Describe Alternative Fuel Systems                     |                         | ✓          |            |             |
| H8                                                                  | Diagnose Engines and Components                       |                         | ✓          | ✓          |             |
| H10                                                                 | Remove Engines and Components                         |                         | ✓          | ✓          |             |
| H11                                                                 | Describe Diesel Fuel Injection Fundamentals           |                         | ✓          |            |             |
| H12                                                                 | Diagnose and Repair Mechanical Fuel Injection Systems |                         | ✓          | ✓          |             |
| H13                                                                 | Diagnose and Repair Electronic Diesel Fuel Systems    |                         | ✓          | ✓          |             |
| H14                                                                 | Diagnose and Repair Diesel Emissions Systems          |                         | ✓          | ✓          |             |
| H15                                                                 | Diagnose and Repair Engine Brakes                     |                         | ✓          | ✓          |             |
| <b>Total Percentage for Heavy Duty Equipment Technician Level 2</b> |                                                       | <b>100%</b>             |            |            |             |



Program Content  
Level 2



## **Level 2**

# **Heavy Duty Equipment Technician**



**Program Content  
Level 2**



**Line (GAC):**        **D    ELECTRICAL**  
**Competency:**     **D5   Diagnose and Repair Charging Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe charging system components.
- Describe the design and operation of charging systems.
- Perform inspection, diagnosis and repair of charging systems.

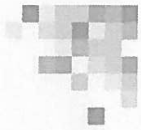
**LEARNING TASKS**

**CONTENT**

- |                                                               |                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Review the charging systems                                | <ul style="list-style-type: none"> <li>• Components</li> <li>• Operation</li> </ul>                                                                                                                                                                                                                                                                                                         |
| 2. Describe the design and operation of alternator assemblies | <ul style="list-style-type: none"> <li>• Alternator                             <ul style="list-style-type: none"> <li>○ Rotor</li> <li>○ Stator</li> <li>○ Rectifier</li> <li>○ Brushes</li> </ul> </li> <li>• Regulators</li> <li>• Field circuits</li> <li>• Drive</li> <li>• Cooling</li> </ul>                                                                                         |
| 3. Diagnose charging systems                                  | <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Operation</li> <li>• Testing                             <ul style="list-style-type: none"> <li>○ System tests</li> <li>○ Component tests</li> <li>○ Voltage drop</li> <li>○ Shorts</li> <li>○ Opens</li> <li>○ Grounds</li> <li>○ High resistance</li> </ul> </li> <li>• Adjustments</li> <li>• Diagnostic codes</li> </ul> |



**Program Content  
Level 2**



**LEARNING TASKS**

4. Repair charging system components

**CONTENT**

- Inspection
- Remove
- Bench tests
- Repair/replace
- Rebuild
- Install
- Adjustments
- Lubrication
- Verify operation
- Scheduled maintenance
- Diagnostic codes

**Achievement Criteria**

Performance D5 Diagnose and Repair Charging Systems

Conditions The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with functional charging circuits

Criteria The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



## Objectives

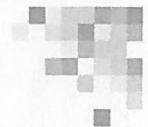
- Identify starting system components.
- Describe the design and operation of starting systems.
- Diagnose and repair starting systems and their components.

## CONTENT

- Heavy Duty Equipment Technician**  
02/16



Program Content  
Level 2



**LEARNING TASKS**

4. Repair starting system components

**CONTENT**

- Inspection
- Remove
- Bench tests
- Install
- Adjustments
- Lubrication
- Verify operation
- Scheduled maintenance
- Rebuild
- Replace

**Achievement Criteria**

Performance D7 Diagnose and Repair Starting Systems

Conditions The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with functional starter circuit

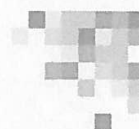
Criteria The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of context***



**Program Content  
Level 2**



**Line (GAC): D ELECTRICAL**  
**Competency: D9 Diagnose and Repair Electrical Components & Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify electrical components.
- Identify electrical systems.
- Diagnose and repair electrical systems and components.

**LEARNING TASKS**

1. Review the electrical systems
2. Diagnose components and systems
3. Repair components and systems

**CONTENT**

- Components
- Operation
- Sensory inspection
- Diagnostic tools
- Test procedure
- Wiring schematics
- Repair connections
- Replace components
- Splice, solder, crimp
- Apply connection sealant

**Achievement Criteria**

**Performance** D9 Diagnose and Repair Electrical Components and Systems

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with electric components and systems

**Criteria** The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



**Program Content  
Level 2**



**Line (GAC): D ELECTRICAL**

**Competency: D10 Diagnose and Repair Electronic Components and Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify electronic components.
- Identify electronic systems.
- Diagnose and repair systems and components.

**LEARNING TASKS**

1. Describe components of the electronic system

2. Diagnose electronic components and systems

3. Repair electronic components and systems

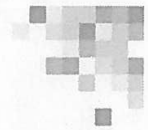
**CONTENT**

- Components
  - LED
  - Actuators
  - Circuit board
  - Multi-function controls
  - Wiring
  - Connectors
  - Data links
  - Communication plug
  - Sensors
  - Electronic Control Module (ECM)
  - Termination resistors
- CAN data bus
  - J1587
  - J1708
  - J1939
- Supplemental restraint system
- GPS
- Diagnostic tools
- OEM test procedure
- Sensory inspection
- Schematics
- Replace components
- Electrostatic discharge
- Calibrate
- Reprogram
- Repair wiring and connectors





**Program Content  
Level 2**



**Achievement Criteria**

**Performance** D10 Diagnose and Repair Electronic Components and Systems

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with electric components and systems

**Criteria** The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

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**Competency: D11 Diagnose and Repair Vehicle Management Systems**

To be competent in this area, the individual must be able to:

- ## LEARNING TASKS

- ## 2. Diagnose vehicle management systems

- ## CONTENT

- Dash displays
- Electronic Control Module (ECM)
- Satellite tracking
- Multiplexing
  - CAN data bus
    - J1587
    - J1708
    - J1939
- Communication protocols
- Diagnostic procedures
- Interpret test results
- Test equipment
- Codes
- Replace components
- Re-program Electronic Control Module (ECM)
- Component replacement
- Repair wiring and connections
- Update software



**Program Content  
Level 2**



**Achievement Criteria**

**Performance** D11 Diagnose and Repair Vehicle Management Systems

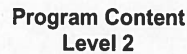
**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with electric components and systems

**Criteria** The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



**Competency: H1 Describe Engine Fundamentals**

To be competent in this area, the individual must be able to:

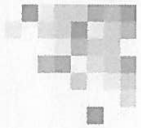
- ## LEARNING TASKS

- ## CONTENT

- Composition of air
- Composition of fossil fuels
- Requirements of combustion
- Combining air, fuel and heat
  - Heat value and energy of fuel
  - By-products of combustion
- Concepts of
- Work
- Energy
  - Heat
  - BTU's
  - Joules
- Inertia
- Friction
- Power
- Kilowatts
- Horsepower
- Bore and stroke
- Displacement
- Compression ratio
- Torque
- Volumetric efficiency
- Metric and Imperial formula



## Program Content Level 2



## LEARNING TASKS

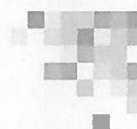
3. Describe internal combustion engine classifications
4. Describe the operation of four stroke internal combustion engines
5. Describe the operation of two stroke internal combustion engines

## CONTENT

- Fuel
  - Gasoline
  - Diesel
  - Compressed natural gas (CNG)/Liquefied natural gas (LNG)
  - Liquefied petroleum gas (LPG)
- Cooling
  - Air
  - Liquid
- Ignition
- Number of cylinders
- Firing order
- Cycle type
- Cylinder configuration
- Aspiration
- Rotation
- Stroke Cycle
  - Intake
  - Compression
  - Power
  - Exhaust
- Scavenging
- Stroke Cycle
  - Intake
  - Compression
  - Power
  - Exhaust
- Scavenging



**Program Content  
Level 2**



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**

**Competency: H3 Diagnose and Repair Engine Support Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe engine support systems.
- Diagnose and repair engine support systems.

**LEARNING TASKS**

1. Describe cooling systems

2. Diagnose cooling systems

3. Repair systems and their components

**CONTENT**

- Types
  - Liquid
  - Air
- Coolants
  - Types
- Components
  - Coolant system
  - Radiator/pressure cap
  - Thermostat
  - Expansion/surge tank
  - Fan system
  - Shutter system
- Operation
- Operational test
- Diagnostic codes
- Components
- Inspection
- Testing
  - Pressure
  - Specific gravity
  - Additives
- Inspection
- Remove
- Repair/replace
- Rebuild
- Install
- Adjustments
- Verify system operation
- Diagnostic codes



**Program Content  
Level 2**



**LEARNING TASKS**

4. Describe lubrication systems

5. Diagnose lubrication systems

6. Repair lubrication systems and components

7. Describe air induction systems

8. Diagnose air induction systems

9. Repair air induction systems and components

**CONTENT**

- Types
- Components
  - Filters/bypass
  - Pumps
  - Pressure regulators
  - Coolers
- Operation
- Pressure tests
- Diagnostic codes
- Components
- Inspection
- Testing
- Remove
- Repair/replace
- Rebuild
- Install
- Adjustments
- Verify system operation
- Types
- Components
  - Filters
  - Ducting
  - Coolers
  - Warning devices
- Naturally aspirated type
- Boosted type
- Operation
- Diagnostic codes
- Components
- Inspection
- Testing
- Precautions
- Inspection
- Remove
- Repair/replace
- Install
- Verify system operation



Program Content  
Level 2



**LEARNING TASKS**

10. Describe exhaust systems

11. Diagnose exhaust systems

12. Repair exhaust systems and their components

**CONTENT**

- Types
  - Marine
  - Conventional
- Components
  - Mufflers
  - Manifold
  - Emission systems
- Operation
- Components
- Inspection
- Testing
- Remove
- Repair/replace
- Install
- Adjustments
- Verify system operation

**Achievement Criteria**

Performance H3 Diagnose and Repair Engine Support Systems

Conditions The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with functional diesel engines

Criteria The learner will be competent once the performance criteria is met:

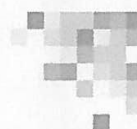
- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***





**Program Content  
Level 2**



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**

**Competency: H5 Diagnose and Repair Diesel Supply Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe diesel fuel supply circuits and their components.
- Perform diagnostics and repairs on diesel supply circuits.

**LEARNING TASKS**

1. Describe diesel fuel supply circuits

2. Diagnose diesel fuel supply circuits

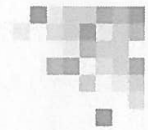
3. Repair diesel fuel supply circuits

**CONTENT**

- Types
- Components
  - Tank
  - Lines
  - Primary/secondary filter
  - Water separators
  - Pumps
- Operation
- Diagnostic codes
- Components
- Inspection
- Testing
- Pressure
  - Vacuum
  - Air leaks
  - Flow
- Remove
- Repair/replace
- Rebuild
- Install
- Adjustments
- Verify system operation



**Program Content  
Level 2**



**Achievement Criteria**

**Performance** H5 Diagnose and Repair Diesel Supply Systems

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with functional diesel engines

**Criteria**

The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



Program Content  
Level 2



**Line (GAC):** H **ENGINES AND SUPPORTING SYSTEMS**

**Competency:** H7 **Describe Alternative Fuel Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the characteristics of liquefied petroleum gas (LPG).
- Identify the components of an LPG system.

**LEARNING TASKS**

1. Describe the characteristics of liquefied petroleum gas (LPG)
2. Identify the components that make up an LPG fuel system
3. Describe the characteristics of compressed natural gas (CNG) and liquefied natural gas (LNG)
4. Identify the components that make up an CNG/LNG fuel system

**CONTENT**

- Physical properties
- Heat value
- Storage considerations
- Tank
- Lines
- Filters
- Valves
- Physical properties
- Heat value
- Storage considerations
- Tank
- Lines
- Filters
- Valves



**Program Content  
Level 2**



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**

**Competency: H8 Diagnose Engines and Components**

**Objectives**

To be competent in this area, the individual must be able to:

- Diagnose and identify problems on a diesel engine.

**LEARNING TASKS**

1. Perform diagnostic procedures

**CONTENT**

- Types of problems
  - Lack of power
  - Hard starting
  - Rough running
  - Frequent stalling
  - Variations in exhaust smoke
  - Abnormal engine temperature
  - Abnormal oil consumption
  - Abnormal coolant consumption
  - Excessive vibration and noise
  - No start
- Types of tests
  - Blow-by
  - Compression
  - Boost pressure
  - Oil pressure/coolant system pressure
  - Cylinder balance
  - Valve adjustment
  - Diagnostic codes
  - Performance
  - Exhaust temperature
  - Dye testing
  - Engine oil analysis



**Program Content  
Level 2**



**Achievement Criteria**

**Performance** H8 Diagnose Engine and Components

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with functional diesel engines

**Criteria** The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



Program Content  
Level 2



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**

**Competency: H10 Repair Engines and Components**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the construction and operation of engine components.
- Overhaul a **diesel** engine.
- Perform initial start up procedures.

**LEARNING TASKS**

1. Describe the construction and operation of engine components
2. Prepare for overhaul
3. Disassemble engine
4. Repair or replace components

**CONTENT**

- Head
- Valve train
- Block
- Internal components
- Attachments
- Safety
- Types of overhaul
  - Inframe
  - Removal
- Cleaning
- Removal of attachments
- Environmental concerns
- Inspection
- Failure analysis
- Engine measurements
- Determine parts and component requirements
- Cleaning and care of components
- Crankshaft
- Camshaft
- Liners
- Pistons
- Bearings



Program Content  
Level 2



LEARNING TASKS

5. Reassemble an engine

6. Perform break-in of engine

CONTENT

- Assembly measurements
  - Liner protrusion
  - Ring gap
  - Bearing clearance
  - End play
- Pre-lube of components
- Timing
- Mounting of attachments
- Prepare for installation or storage
- Pre-lube lubrication system
- Prime fuel systems
- Pre-start procedure
- Start up procedure
- Monitor engine operation
- Break-in procedure
- Operational checks

Achievement Criteria

Performance H10 Repair Engines and Components

Conditions The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with functional diesel engines

Criteria The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

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**Program Content  
Level 2**



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**

**Competency: H11 Describe Diesel Fuel Injection Fundamentals**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the characteristics of diesel fuel.
- Describe the combustion process.
- Describe the requirements of a diesel fuel injection system.

**LEARNING TASKS**

1. Describe characteristics of diesel fuel

**CONTENT**

- Types
  - Low sulfur
  - Ultra low sulfur
  - Bio-diesel
- Grades
- Characteristics
  - Viscosity
  - Cetane
  - Rating
  - Number
  - Flash point
  - Cloud point
  - Sulfur content
  - API gravity
- Distillation
- Summer/winter fuel
- Storage
- Disposal
- Safety precautions
- Compression ignition
- Stages of combustion
- Direct injection
- Indirect injection

2. Describe the combustion process





**Program Content  
Level 2**



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**  
**Competency: H12 Diagnose and Repair Mechanical Fuel Injection Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe the design and operation of mechanical fuel injection systems.
- Diagnose and service mechanical fuel injection systems.

**LEARNING TASKS**

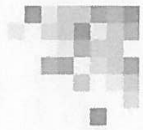
1. Describe the theory of diesel fuel injection
2. Describe fuel injection systems
3. Diagnose fuel injection systems
4. Repair fuel injection systems
5. Describe hydraulic and mechanical injectors
6. Diagnose hydraulic and mechanical injectors

**CONTENT**

- Requirements of injection systems
- Principles
- Governors
- Principles
  - Hydraulically actuated
  - Mechanically actuated
  - Low pressure
  - High pressure
- Procedures
- Inspection
- Testing
- Injector replacement
- Injector adjustment
- Pump timing
- Repair/replace
- Types
- Components
- Operations
- Procedures
- Inspection
- Testing



**Program Content  
Level 2**



**Achievement Criteria**

**Performance** H12 Diagnose and Repair Mechanical Fuel Injection Systems

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with mechanical diesel fuel injection systems

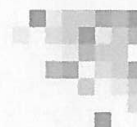
**Criteria** The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

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**Program Content  
Level 2**



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**  
**Competency: H13 Diagnose and Repair Electronic Diesel Fuel Systems**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe electronically controlled diesel fuel systems.
- Identify electronic diesel fuel systems.
- Describe the necessary conditions for the engine to start.
- Diagnose electronic fuel systems.
- Repair electronic fuel systems.

**LEARNING TASKS**

**CONTENT**

- |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe electronic control of diesel fuel systems                  | <ul style="list-style-type: none"> <li>• Components</li> <li>• Operation</li> <li>• Inputs</li> <li>• Processing</li> <li>• Outputs</li> </ul>                                                                                                                                                                                                                                                                                                                                       |
| 2. Identify electronic diesel fuel systems                             | <ul style="list-style-type: none"> <li>• Types</li> <li>• Partial authority                             <ul style="list-style-type: none"> <li>○ Port and helix</li> <li>○ Distributor</li> </ul> </li> <li>• Full authority</li> <li>• Electronic Unit Injectors (EUI)</li> <li>• Electronic Unit Pump (EUP)</li> <li>• Hydraulic Electronic Unit Injector (HEUI)</li> <li>• High Pressure Injector – Time Pressure (HPI-TP)</li> <li>• High Pressure Common Rail (HPCR)</li> </ul> |
| 3. Describe the necessary conditions for the engine to start           | <ul style="list-style-type: none"> <li>• Power to ECM</li> <li>• Connections</li> <li>• Fuses</li> <li>• Grounds</li> <li>• Engine Position Signal</li> <li>• Sensor/adjustment</li> <li>• Fuel supply</li> </ul>                                                                                                                                                                                                                                                                    |
| 4. Diagnose full authority (EUI, EUP, HEUI, HPI-TP, HPCR) fuel systems | <ul style="list-style-type: none"> <li>• Diagnostic procedures</li> <li>• Operational test</li> <li>• Diagnostic codes</li> <li>• Components</li> <li>• Inspection</li> <li>• Testing</li> </ul>                                                                                                                                                                                                                                                                                     |



**Program Content  
Level 2**



**LEARNING TASKS**

5. Repair full authority (EUI, EUP, HEUI, HPI-TP, HPCR) fuel systems

**CONTENT**

- Inspection
- Remove
- Repair/replace
- Install
- Adjustments/calibrate
- Lubrication
- Verify systems operation
- Diagnostic codes

**Achievement Criteria**

**Performance** H13 Diagnose and Repair Electronic Diesel Fuel Systems

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with electronic diesel fuel system

**Criteria** The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



## Objectives

- Describe the causes and effects of harmful emissions.
- Describe emission systems.
- Diagnose and repair emission systems.

## CONTENT

1. Describe the causes and effects of harmful emissions
  - Combustion process
  - Byproducts
  - Causes
  - Effects
  - Environmental
  - Health
  - Smog
  - Solutions
  - Legislation
2. Describe the emission systems on diesel engines
  - Systems
  - Components and controls
    - Diesel particulate filters (DPF)
    - Selective catalytic reduction (SCR)
    - Oxygen catalyst (OC)
    - Exhaust gas recirculation (EGR)
    - Sensors
  - Exhaust systems
  - Operation
3. Diagnose emission systems on diesel engines
  - Diagnostic codes
  - Components
  - Inspection
  - Testing



**Program Content  
Level 2**



**LEARNING TASKS**

4. Repair emission systems on diesel engines

**CONTENT**

- Inspection
- Remove
- DPF cleaning
- Repair/replace
- Regeneration
  - Passive
  - Active
  - Stationary
- Install
- Verify systems operation
- Diagnostic codes

**Achievement Criteria**

**Performance** H14 Diagnose and Repair Diesel Emission Systems

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with functional exhaust emissions systems

**Criteria** The learner will be competent once the performance criteria is met:

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



**Program Content  
Level 2**



**Line (GAC): H ENGINES AND SUPPORTING SYSTEMS**

**Competency: H15 Diagnose and Repair Engine Brakes**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe engine brakes.
- Diagnosis and repair engine brakes.

**LEARNING TASKS**

1. Describe engine brakes
2. Diagnose engine brakes
3. Repair engine brakes

**CONTENT**

- Types
  - Compression
  - Exhaust
  - Hydraulic
- Components
- Operation
- Diagnostic procedures
- Diagnostic codes
- Inspection
- Testing
- Remove
- Repair/replace
- Install
- Adjustments
- Verify system operation
- Diagnostic codes

**Achievement Criteria**

**Performance** H15 Diagnose and Repair Engine Brakes

**Conditions** The learner will require:

- Tools
- Test equipment
- Manufacturer's Specifications
- A work place or training environment
- Equipment with engine brakes

**Criteria** The learner will be competent once the performance criteria is met

- Followed safe work practices throughout entire task including lock out procedures
- Conducted in a logical manner
- Conducted according to manufacturer's specifications
- Conducted according to work place requirements

***Throughout the term of the apprenticeship, the learner must conduct the above performance a multiple of times and in a variety of contexts***



# MEMO

**To:** UEC  
**From:** Randy Kelley, Director School of Trades  
**Date:** 08/12/2016  
**Re:** Plumbing – Level Two Apprenticeship

---

As information for UEC, Heavy Mechanical Apprenticeship Level Two has been added to programming offered by the Faculty of Applied and Technical Studies, School of Trades. This addition addresses technical education needs identified by the Industry Training Authority (ITA). This program is scheduled to start in March 2017 and has a duration of six weeks.

The curriculum for this program is as approved by the ITA and as outlined in the Official Program Standards Notifications. The following excerpts from the ITA's OPSN are attached; the Program Credentialing Model, the Occupational Analysis Chart, the Training Time and Suggested Topics, and the Program Content Guide for Level Two.

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.

We are able to offer this program to our students as a result of one-time funding from the Ministry of Advanced Education. Funds have already been included in the Faculty's budget. This programming is in addition to our authorized training plan for the 2016/17 year.

This programming will provide opportunity for graduates of UFV's Plumbing Foundation program to continue the technical education component of their apprenticeship here at UFV and eliminates the need for them to travel away from home. Further it helps contribute to province wide need for capacity for graduates of Foundation and Level One programs offered by other training providers.





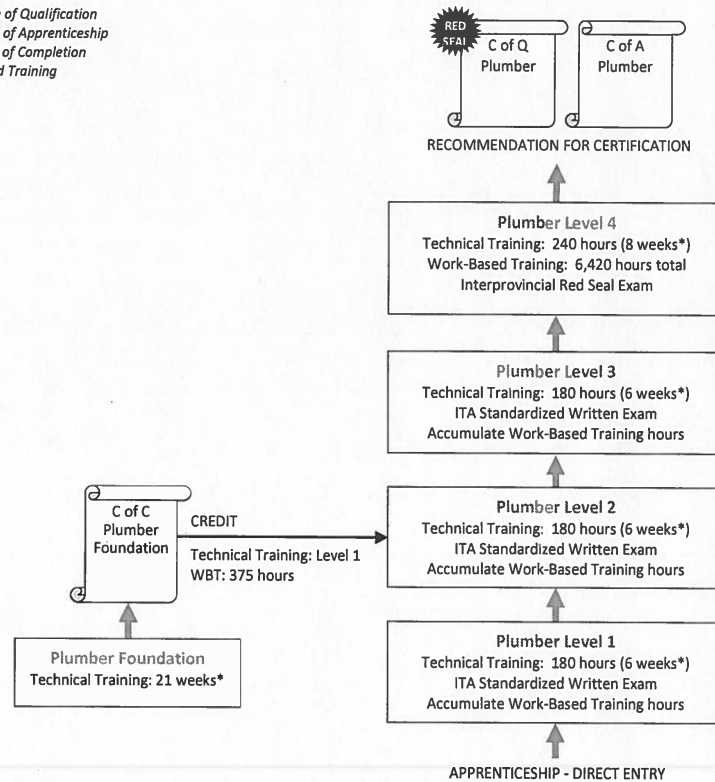
## Section 2 Program Overview

### PROGRAM CREDENTIALING MODEL

#### Apprenticeship Pathway

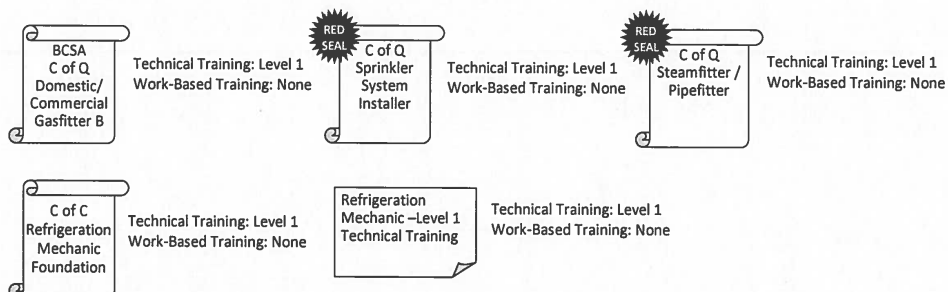
This graphic provides an overview of the Plumber apprenticeship pathway.

C of Q = Certificate of Qualification  
C of A = Certificate of Apprenticeship  
C of C = Certificate of Completion  
WBT = Work-Based Training



#### CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program





Section 2  
Program Overview

OCCUPATION ANALYSIS CHART  
PLUMBER

|                                                         |                                                      |                                                               |                                            |                                                               |                                                               |
|---------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| <b>Use Safe Work Practices</b><br>A                     | Control Workplace Hazards<br>A1                      | Use information in the OHS Regulation and WCB Standards<br>A2 | Use WHMIS<br>A3                            | Use personal protective equipment<br>A4                       | Practice fire prevention<br>A5                                |
|                                                         | 1                                                    | 1                                                             | 1                                          | 1                                                             | 1                                                             |
| <b>Use Tools and Equipment</b><br>B                     | Use hand tools<br>B1                                 | Use portable power tools<br>B2                                | Use stationary power tools<br>B3           | Use measuring and levelling tools<br>B4                       | Use cutting, brazing and soldering equipment<br>B5            |
|                                                         | 1                                                    | 1                                                             | 1                                          | 1                                                             | 1                                                             |
| <b>Organize Work</b><br>C                               | Use rigging and hoisting equipment<br>B7             | Read drawings and specifications<br>C2                        | Use codes, regulations and standards<br>C3 | Use manufacturer and supplier documentation<br>C4             | Plan a project<br>C5                                          |
|                                                         | 1                                                    | 1                                                             | 1                                          | 1                                                             | 2                                                             |
| <b>Prepare and Assemble Plumbing Components</b><br>D    | Install pipe<br>D1                                   | Install valves<br>D2                                          | Install fittings<br>D3                     | Penetrate structures<br>D4                                    |                                                               |
|                                                         | 1                                                    | 1                                                             | 1                                          | 1                                                             |                                                               |
| <b>Install Sanitary and Storm Drainage Systems</b><br>E | Install sanitary drain, waste and vent systems<br>E1 | Install Storm Drainage Systems<br>E2                          | Install sanitary sewer systems<br>E3       | Test and commission sanitary and storm drainage systems<br>E4 | Maintain and repair sanitary and storm drainage systems<br>E5 |
|                                                         | 2                                                    | 2                                                             | 4                                          | 2                                                             | 2                                                             |
|                                                         |                                                      |                                                               |                                            |                                                               | Use ladders and platforms<br>B6                               |
|                                                         |                                                      |                                                               |                                            |                                                               | 1                                                             |

Plumber  
02/16

Industry Training Authority

11

|          |                                         |                                                                             |                                                    |                                                    |                                                   |                                                 |                                                 |  |  |
|----------|-----------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|---------------------------------------------------|-------------------------------------------------|-------------------------------------------------|--|--|
| <b>F</b> | Install Private Sewage Systems          | Install private sewage disposal systems<br>F1                               | Maintain and repair sewage disposal systems<br>F2  |                                                    |                                                   |                                                 |                                                 |  |  |
| <b>G</b> | Install Water Service and Distribution  | Install water services<br>G1                                                | Install potable water distribution systems<br>G2   | Install private potable water supply systems<br>G3 | Install water treatment systems<br>G4             | Test and commission potable water systems<br>G5 | Maintain and repair potable water systems<br>G6 |  |  |
| <b>H</b> | Install Fixtures and Appliances         | Install fixtures and trim<br>H1                                             | Install appliances<br>H2                           | Test and commission fixtures and appliances<br>H3  | Maintain and repair fixtures and appliances<br>H4 |                                                 |                                                 |  |  |
| <b>I</b> | Install Hydronic Heating and Cooling    | Describe the operation of hydronic heating and cooling piping systems<br>I1 | Install hydronic heating and cooling systems<br>I2 | Test and commission hydronic systems<br>I3         | Maintain and repair hydronic systems<br>I4        |                                                 |                                                 |  |  |
| <b>J</b> | Install Specialized Systems             | Install medical gas systems<br>J1                                           | Install irrigation systems<br>J2                   | Install compressed air systems<br>J3               | Install fire protection systems<br>J4             | Test and commission specialized systems<br>J5   | Maintain and repair specialized systems<br>J6   |  |  |
| <b>K</b> | Apply Plumbing Principles               |                                                                             |                                                    |                                                    |                                                   |                                                 |                                                 |  |  |
| <b>L</b> | Install Natural Gas and Propane Systems | Install and Service Fuel Systems<br>L1                                      | Install and Service Gas Equipment<br>L2            | Install Venting and Air Supply<br>L3               | Install and Service Controls and Safeguards<br>L4 | Use gas codes, regulations and standards<br>L5  |                                                 |  |  |



Section 2  
Program Overview



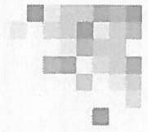
**SUGGESTED SCHEDULE OF TIME ALLOTMENT FOR  
PLUMBER LEVEL TWO**

|                                     |                                                                       | Theory<br>% | Practical<br>% |
|-------------------------------------|-----------------------------------------------------------------------|-------------|----------------|
| <b>Line B</b>                       | <b>Use Tools and Equipment</b>                                        | <b>3</b>    | <b>6</b>       |
| B-4                                 | Use Measuring and Levelling Tools                                     | 100         | ✓              |
| <b>Line C</b>                       | <b>Organize Work</b>                                                  | <b>3</b>    | <b>15</b>      |
| C-2                                 | Read Drawings and Specifications                                      | 40          | ✓              |
| C-5                                 | Plan a Project                                                        | 60          | ✓              |
| <b>Line E</b>                       | <b>Install Sanitary and Storm Drainage Systems</b>                    | <b>50</b>   | <b>50</b>      |
| E-1                                 | Install Sanitary Drain, Waste and Vent Systems                        | 80          | ✓              |
| E-2                                 | Install Storm Drainage Systems                                        | 10          |                |
| E-4                                 | Test and Commission Sanitary and Storm Drainage Systems               | 5           |                |
| E-5                                 | Maintain and Repair Sanitary and Storm Drainage Systems               | 5           |                |
| <b>Line H</b>                       | <b>Install Fixtures and Appliances</b>                                | <b>10</b>   |                |
| H-1                                 | Install Fixtures and Trim                                             | 30          |                |
| H-2                                 | Install Appliances                                                    | 30          |                |
| H-3                                 | Test and Commission Fixtures and Appliances                           | 10          |                |
| H-4                                 | Maintain and Repair Fixtures and Appliances                           | 30          |                |
| <b>Line I</b>                       | <b>Install Hydronic Heating and Cooling</b>                           | <b>30</b>   | <b>29</b>      |
| I-1                                 | Describe the operation of Hydronic Heating and Cooling Piping Systems | 40          |                |
| I-2                                 | Install Hydronic Heating and Cooling Systems                          | 40          | ✓              |
| I-3                                 | Test and Commission Hydronic Systems                                  | 10          |                |
| I-4                                 | Maintain and Repair Hydronic Systems                                  | 10          |                |
| <b>Line J</b>                       | <b>Install Specialized Systems</b>                                    | <b>4</b>    |                |
| J-2                                 | Install Medical Gas Systems                                           | 40          |                |
| J-4                                 | Install Compressed Air Systems                                        | 40          |                |
| J-6                                 | Test and Commission Specialized Systems                               | 10          |                |
| J-7                                 | Maintain and Repair Specialized Systems                               | 10          |                |
| <b>Total Percentage for Level 2</b> |                                                                       | <b>100%</b> | <b>100%</b>    |

The composite level mark is to consist of 63% theory and 37% practical.



**Program Content  
Level 2**

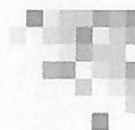


# **LEVEL 2**

## **Plumber**



**Program Content  
Level 2**



**LINE B: USE TOOLS AND EQUIPMENT**

**Competency: B-4 Use Measuring and Levelling Tools**

**Learning Objectives:**

- 1 The learner will be able to describe the use of levelling equipment.

**LEARNING TASKS**

**CONTENT**

- |   |                                                                                 |                                                                                                                                                                                                                                      |
|---|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Describe levelling equipment used in the plumbing trade to establish elevations | <ul style="list-style-type: none"> <li>• Builder's level</li> <li>• Laser levels</li> <li>• Level rods and scales</li> </ul>                                                                                                         |
| 2 | Use levelling equipment to establish elevations                                 | <ul style="list-style-type: none"> <li>• Grade and pitch calculations</li> <li>• Procedures</li> <li>• Manufacturers' documentation</li> <li>• Inspection</li> <li>• Adjustment</li> <li>• Maintenance</li> <li>• Storage</li> </ul> |

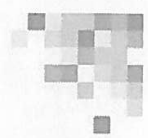
**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

|             |                                                                                              |
|-------------|----------------------------------------------------------------------------------------------|
| Performance | The learner will establish 10 sights                                                         |
| Conditions  | The learner will be given:                                                                   |
|             | Sights                                                                                       |
|             | Specifications                                                                               |
|             | Levelling equipment                                                                          |
| Criteria    | The learner will score 70% or better on a rating sheet that reflects the following criteria: |
|             | Accurate to within specifications                                                            |



**Program Content  
Level 2**



**LINE C: ORGANIZE WORK**

**Competency: C-2 Read Drawings and Specifications**

**Learning Objectives:**

- 1 The learner will be able to create plan and isometric drawings of residential piping systems.

**LEARNING TASKS**

**CONTENT**

- 1 Create isometric drawings of piping systems

- Lettering
- Line type
- Information to be contained
- Detail required
- Dimensioning
- Pipe sizing

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

- 1
 

|                    |                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance</b> | The learner will create a plan view of a residential piping system from an architectural drawing.                                           |
| <b>Conditions</b>  | The learner will be given:<br>Architectural drawing<br>Drawing instruments                                                                  |
| <b>Criteria</b>    | The learner will score 70% or better on a rating sheet that reflects the following criteria:<br>Done to code<br>Efficient routing of piping |
  
- 2
 

|                    |                                                                                                                                                                     |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance</b> | The learner will create an isometric projection from a plan view of a residential piping system.                                                                    |
| <b>Conditions</b>  | The learner will be given:<br>Orthographic projections                                                                                                              |
| <b>Criteria</b>    | The learner will score 70% or better on a rating sheet that reflects the following criteria:<br>Utilization of an isometric axis<br>Proportional<br>Correct symbols |



**Program Content  
Level 2**



**LINE C: ORGANIZE WORK**

**Competency: C-5 Plan a Project**

**Learning Objectives:**

- 1 The learner will be able to plan a residential plumbing project.
- 2 The learner will be able to select the proper procedure for handling plumbing materials.

**LEARNING TASKS**

**CONTENT**

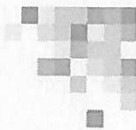
- |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Describe organization of a residential project           | <ul style="list-style-type: none"> <li>• Project specifications</li> <li>• Safety</li> <li>• Sequence of operation</li> <li>• Prioritization</li> <li>• Coordination with other trades</li> <li>• Estimate material</li> <li>• Tools and equipment</li> <li>• Inventory requirements                             <ul style="list-style-type: none"> <li>– Secure storage</li> <li>– Time delivery</li> <li>– Labelling materials</li> <li>– Stock maintenance</li> <li>– Consumables</li> </ul> </li> <li>• Checklist utilization</li> <li>• Cost efficiency</li> <li>• Post job efficiency analysis</li> </ul> |
| 2 Describe considerations when handling plumbing materials | <ul style="list-style-type: none"> <li>• Safety</li> <li>• Availability</li> <li>• Storage</li> <li>• Timing/sequencing</li> <li>• Transportation</li> <li>• Hoisting and rigging</li> <li>• Work platforms</li> <li>• Labelling</li> <li>• Moving</li> <li>• Product protection</li> <li>• Disposal</li> <li>• Recycling</li> </ul>                                                                                                                                                                                                                                                                            |
| 3 Select procedures for handling plumbing materials        | <ul style="list-style-type: none"> <li>• Safety</li> <li>• Procedures</li> <li>• Securing</li> <li>• Packaging/Shipping</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.





Program Content  
Level 2



Achievement Criteria:

- Performance The learner will create a materials take-off list.
- Conditions The learner will be given:  
Drawings
- Criteria The learner will score 70% or better on a rating sheet that reflects the following criteria:  
Accurate  
Complete  
Efficiency



**Program Content  
Level 2**



**LINE E: INSTALL SANITARY AND STORM DRAINAGE SYSTEMS**

**Competency: E-1 Install Sanitary Drain, Waste and Vent Systems**

**Learning Objectives:**

- 1 The learner will be able to install sanitary drain, waste and vent systems as per code requirements.

**LEARNING TASKS**

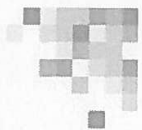
**CONTENT**

- |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1 Describe terminology used in interior drain-waste-vent systems</li> <li>2 Describe the functions of pipes in an interior drain-waste-vent system</li> <li>3 Interpret Code requirements for parts of an interior drain-waste-vent system</li> </ol> | <ul style="list-style-type: none"> <li>• Definitions in the BC Plumbing Code</li> <li>• Parts of a drain-waste-vent system</li> <li>• Function</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <ol style="list-style-type: none"> <li>4 Plan the layout of an interior drain-waste-vent system</li> </ol>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Types of piping</li> <li>• Size</li> <li>• Slopes</li> <li>• Fittings                             <ul style="list-style-type: none"> <li>– Orientation</li> <li>– Prohibitions</li> </ul> </li> <li>• Traps</li> <li>• Cleanouts</li> <li>• Venting</li> <li>• Hangers and supports                             <ul style="list-style-type: none"> <li>– Spacing</li> <li>– Seismic</li> </ul> </li> <li>• Jointing practices</li> </ul> |
| <ol style="list-style-type: none"> <li>5 Install drain-waste-vent systems</li> </ol>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Location of structure penetrations</li> <li>• Routing</li> <li>• Pipe supports</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Safety</li> <li>• Tools and equipment</li> <li>• Determination of slopes</li> <li>• Installation of components</li> <li>• Location of cleanouts</li> <li>• Testing</li> <li>• Inspection</li> <li>• Sealing of penetrations</li> </ul>                                                                                                                                                                                                   |

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



Program Content  
Level 2

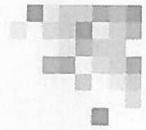


Achievement Criteria:

- |             |                                                                                                                                                                                  |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance | The learner will install the drain, waste and vent for a bathroom group.                                                                                                         |
| Conditions  | The learner will be given:<br>Specifications<br>Tools and materials                                                                                                              |
| Criteria    | The learner will score 70% or better on a rating sheet that reflects the following criteria:<br>Accuracy<br>Grade<br>Piping support<br>Code requirements<br>Testing requirements |



**Program Content  
Level 2**



**LINE E:                   INSTALL SANITARY AND STORM DRAINAGE SYSTEMS**

**Competency:           E-2     Install Storm Drainage Systems**

**Learning Objectives:**

- 1   The learner will be able to install storm drainage systems as per code requirements.

**LEARNING TASKS**

**CONTENT**

- |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   Describe terminology used in storm drainage systems             | <ul style="list-style-type: none"> <li>• Definitions in the BC Plumbing Code</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2   Describe the functions of pipes in storm drainage systems       | <ul style="list-style-type: none"> <li>• Parts</li> <li>• Function</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3   Interpret Code requirements for parts of storm drainage systems | <ul style="list-style-type: none"> <li>• Types of piping</li> <li>• Size</li> <li>• Slopes</li> <li>• Fittings                             <ul style="list-style-type: none"> <li>– Orientation</li> <li>– Prohibitions</li> </ul> </li> <li>• Traps</li> <li>• Cleanouts</li> <li>• Venting</li> <li>• Hangers and supports                             <ul style="list-style-type: none"> <li>– Spacing</li> <li>– Seismic</li> </ul> </li> <li>• Jointing practices</li> <li>• Insulation</li> </ul> |
| 4   Plan the layout of a storm drainage system                      | <ul style="list-style-type: none"> <li>• Location of structure penetrations</li> <li>• Routing</li> <li>• Pipe supports</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      |
| 5   Install storm drainage systems                                  | <ul style="list-style-type: none"> <li>• Safety</li> <li>• Tools and equipment</li> <li>• Determination of slopes</li> <li>• Installation of components</li> <li>• Location of cleanouts</li> <li>• Testing</li> <li>• Inspection</li> <li>• Sealing of penetrations</li> </ul>                                                                                                                                                                                                                         |

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE E: INSTALL SANITARY AND STORM DRAINAGE SYSTEMS**

**Competency: E-4 Test and Commission Sanitary and Storm Drainage Systems**

**Learning Objectives:**

- 1 The learner will be able to test and commission sanitary and storm drainage systems as per the BC Building Code.

**LEARNING TASKS**

**CONTENT**

- |                                                                                                                                                          |                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1 Identify code and requirements affecting testing of DWV systems.</li> <li>2 Explain testing methods.</li> </ol> | <ul style="list-style-type: none"> <li>• B.C. Plumbing Code</li> <li>• Authority having jurisdiction</li> <li>• Safety</li> <li>• Equipment</li> <li>• Procedure</li> <li>• Duration</li> <li>• Inspection</li> <li>• Documentation</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE E:                   INSTALL SANITARY AND STORM SYSTEMS**

**Competency:           E-5     Maintain and Repair Sanitary and Storm Drainage Systems**

**Learning Objectives:**

- 1   The learner will be able to maintain and repair sanitary and storm drainage systems.

**LEARNING TASKS**

**CONTENT**

- |                                                                                                    |                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1   Describe the use of drain cleaning equipment</li> </ol> | <ul style="list-style-type: none"> <li>• Video inspection                         <ul style="list-style-type: none"> <li>– Pipe locators</li> </ul> </li> <li>• Drain augers</li> <li>• Water blasters</li> <li>• Steam cleaning</li> <li>• Shop vacuum</li> </ul> |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE H: INSTALL FIXTURES AND APPLIANCES**

**Competency: H-1 Install Fixtures and Trim**

**Learning Objectives:**

- 1 The learner will be able to install fixtures and trim.

**LEARNING TASKS**

**CONTENT**

- 1 Describe the installation of fixtures and trim

- Types
- Fixtures and trim
  - Residential
  - Commercial
  - Institutional
  - Materials and finishes
- Purpose
- Supports
  - Carriers
  - Blocking
  - Wall hangers
- Fasteners
- Chaulking
- Barrier-free requirements and regulations

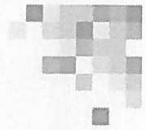
- 2 Install fixtures and trim

- Manufacturers documentation
- Protection during installation
- Mounting heights
- Levelling
- Layout
- Tools and equipment
- Assembly
- Mounting
- Connection to water distribution systems and drainage
- Application of sealants
- Adjustment of settings
- Coordination of connection of power

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE H: INSTALL FIXTURES AND TRIM**

**Competency: H-2 Install Appliances**

**Learning Objectives:**

- 1 The learner will be able to install appliances.

**LEARNING TASKS**

**CONTENT**

- 1 Describe the installation of appliances

- Types
- Appliances
  - Residential
  - Commercial
  - Institutional
  - Materials and finishes
- Purpose
- Supports

- 2 Install appliances

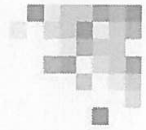
- Manufacturers documentation
- Protection during installation
- Mounting heights
- Layout
- Tools and equipment
- Assembly
- Mounting
- Connection to water distribution systems and drainage
- Application of sealants
- Adjustment of settings
- Coordination of connection of power

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.





**Program Content  
Level 2**



**LINE H: INSTALL FIXTURES AND APPLIANCES**

**Competency: H-3 Test and Commission Fixtures and Appliances**

**Learning Objectives:**

- 1 The learner will be able to test and commission fixtures and appliances.

**LEARNING TASKS**

**CONTENT**

- |                                                                                                                                                                                              |                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1 Describe the process of testing the correct operation of fixtures and appliances.</li> <li>2 Test and commission fixtures and appliances</li> </ol> | <ul style="list-style-type: none"> <li>• Manufacturer's literature</li> <li>• Flushing</li> <li>• Temperature checks</li> <li>• Set pressure</li> <li>• Set sensor ranges</li> <li>• Set levels</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE H:                   INSTALL FIXTURES AND APPLIANCES**

**Competency:           H-4    Maintain and Repair Fixtures and Appliances**

**Learning Objectives:**

- 1    The learner will be able to explain the procedures to maintain and repair fixtures and appliances.

**LEARNING TASKS**

**CONTENT**

- |                                                                     |                                                                                                                                                                                                                               |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    Describe the operation of fixtures and appliances              | <ul style="list-style-type: none"> <li>•   Parts                             <ul style="list-style-type: none"> <li>–   Mechanical</li> <li>–   Electrical</li> </ul> </li> <li>•   Purpose</li> <li>•   Operation</li> </ul> |
| 2    Perform the maintenance procedures for fixtures and appliances | <ul style="list-style-type: none"> <li>•   Appurtenances</li> <li>•   Faucet repair</li> <li>•   Mixing and tempering valves</li> <li>•   Water closet repair</li> <li>•   Flush valve repair</li> </ul>                      |
| 3    Perform the repair procedures for fixtures and appliances      | <ul style="list-style-type: none"> <li>•   Troubleshooting</li> <li>•   Isolation</li> <li>•   Replacement</li> <li>•   Tools</li> <li>•   Warranty</li> </ul>                                                                |

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE I: INSTALL HYDRONIC HEATING AND COOLING**

**Competency: I-1 Describe the Operation of Hydronic Heating and Cooling Systems**

**Learning Objectives:**

- 1 The learner will be able to describe the operation of hydronic heating and cooling piping.

**LEARNING TASKS**

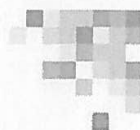
**CONTENT**

- 1 Describe the principles of electrical controls
- 2 Describe hydronic heating and cooling systems

- Circuit concepts
  - Source
  - Load
  - Switches
  - Conductors
- Circuit types
- Test equipment
- Circuit diagrams
- Symbols
- Purpose
- Operation
- Piping components
  - Circulating pumps
  - Flanges
  - Unions
  - Y-strainer and side stream filters
  - Check valves
  - Isolation valves
  - Pressure and temperature relief valves
  - Pressure reducing valves
  - Air scoops
  - Automatic air vents
  - Flow switches
  - Gauges
  - Pot feeders
  - Chemical treatment and backflow prevention
  - Expansion tanks
  - Low-water cutoffs
  - Expansion joints
- Piping system configurations
- Heating and cooling generating equipment
  - Boilers
  - Heat pumps
  - Heat exchangers
  - Solar panels
- Controls
  - Valves
  - Thermometers
  - Thermostats
  - Sensors
- Transfer units
  - In-floor heating



**Program Content  
Level 2**



- Radiant panels
- Heat exchangers
- Force flow units
- Unit heaters
- Perimeter radiation

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE I:                   INSTALL HYDRONIC HEATING AND COOLING**

**Competency:           I-2       Install Hydronic Heating and Cooling Systems**

**Learning Objectives:**

- 1   The learner will be able to plan and install hydronic heating and cooling systems.
- 2

**LEARNING TASKS**

**CONTENT**

- |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1   Plan and install hydronic heating and cooling piping systems</p>       | <ul style="list-style-type: none"> <li>• Piping                             <ul style="list-style-type: none"> <li>– Engineering specifications</li> <li>– High and low pressure</li> <li>– Routing and elevations</li> <li>– Drains and vents</li> <li>– Support and fastening</li> <li>– Jointing</li> <li>– Insulation</li> </ul> </li> <li>• Circulating pumps                             <ul style="list-style-type: none"> <li>– Types</li> <li>– Flanges and unions</li> <li>– Size and position</li> <li>– Engineering specifications</li> <li>– Supports</li> <li>– Y-strainer and sidestream filters</li> <li>– Check valves</li> <li>– Isolation valves</li> <li>– Loops to prevent thermal shock and deadhead</li> <li>– Coordination of power connections</li> </ul> </li> <li>• System components                             <ul style="list-style-type: none"> <li>– Types</li> <li>– Location for proper operation</li> <li>– Expansion joints</li> </ul> </li> </ul> |
| <p>2   Plan and install hydronic heating and cooling generating equipment</p> | <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Operation</li> <li>• Types</li> <li>• Codes and regulations</li> <li>• Clearances for venting and access</li> <li>• Fuel sources</li> <li>• Layout</li> <li>• Mounting and support                             <ul style="list-style-type: none"> <li>– Seismic</li> <li>– Housekeeping pads</li> </ul> </li> <li>• Connection of piping and flue</li> <li>• Coordination of power connections</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>3   Plan and install hydronic system transfer units</p>                    | <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Operation</li> <li>• Types</li> <li>• Location of transfer units</li> <li>• Operating temperatures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



**Program Content  
Level 2**



- Heat loss calculations
  - Mounting and support of transfer units
  - Piping connections
  - Coordination of power connections
- 4 Plan and install hydronic system controls
- Purpose
  - Operation
  - Types
  - Temperature settings
  - Connections
  - Heating curves
  - Location of controls
  - Location of sensors
  - Coordination of power connections
  - Setting system priorities
  - Setting pump speeds

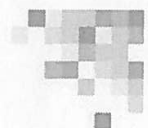
**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.

**Achievement Criteria:**

|             |                                                                                                                                                        |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Performance | The learner will install a hydronic system.                                                                                                            |
| Conditions  | The learner will be given:<br>Specifications<br>Tools and materials                                                                                    |
| Criteria    | The learner will score 70% or better on a rating sheet that reflects the following criteria:<br>Accuracy<br>Safety<br>Function<br>Start and commission |



**Program Content  
Level 2**



**LINE I: INSTALL HYDRONIC HEATING AND COOLING**

**Competency: I-3 Test and Commission Hydronic Systems**

**Learning Objectives:**

- 1 The learner will be able to test and commission hydronic systems.

| LEARNING TASKS                | CONTENT                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Perform testing procedures  | <ul style="list-style-type: none"> <li>• Types</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| 2 Perform start-up procedures | <ul style="list-style-type: none"> <li>• Visual inspection</li> <li>• Filling                             <ul style="list-style-type: none"> <li>– Metering</li> </ul> </li> <li>• Flushing and cleaning</li> <li>• Air removal</li> <li>• Motor rotation</li> <li>• Pressure settings</li> <li>• Start hydronic generating equipment</li> <li>• Verification of flow and temperatures</li> </ul> |
| 3 Describe water treatment    | <ul style="list-style-type: none"> <li>• Inhibitors</li> <li>• Freeze protection</li> </ul>                                                                                                                                                                                                                                                                                                       |

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE I:                   INSTALL HYDRONIC HEATING AND COOLING**

**Competency:           I-4       Maintain and Repair Hydronic Systems**

**Learning Objectives:**

- 1   The learner will be able to maintain and repair hydronic systems.

**LEARNING TASKS**

**CONTENT**

- |                               |                                                                                                                                                                                                                                                        |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   Maintain hydronic systems | <ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Filters</li> <li>• Lubrication</li> <li>• Chemical treatment</li> <li>• Temperature checks</li> <li>• Expansion tanks</li> <li>• Leak inspection</li> <li>• Backflow testing</li> </ul> |
| 2   Repair hydronic systems   | <ul style="list-style-type: none"> <li>• Pump seals</li> <li>• Couplers</li> <li>• Leaks</li> <li>• Automatic air vents</li> <li>• Feeders</li> <li>• Valves</li> <li>• Relief valves</li> </ul>                                                       |

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.





**Program Content  
Level 2**



**LINE J: INSTALL SPECIALIZED SYSTEMS**

**Competency: J-2 Install Medical Gas Systems**

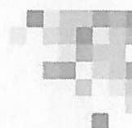
**Learning Objectives:**

- 1 The learner will be able to describe medical gas systems.
- 2 The learner will be able to install medical gas systems.

**LEARNING TASKS**

**CONTENT**

- |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Describe medical gas systems           | <ul style="list-style-type: none"> <li>• Gas types</li> <li>• Uses/purpose</li> <li>• Sources of medical gas                             <ul style="list-style-type: none"> <li>– Bulk</li> <li>– Cylinders</li> <li>– Compressors</li> </ul> </li> <li>• Valve and accessory placement</li> <li>• Safety features</li> <li>• Advantages of pipe systems versus individual cylinders</li> <li>• Relationships                             <ul style="list-style-type: none"> <li>– Owner</li> <li>– Installer</li> <li>– Third party inspectors</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                               |
| 2 Layout a medical gas piping system     | <ul style="list-style-type: none"> <li>• Areas not permitted</li> <li>• Service requirements for different areas</li> <li>• Cross-connection                             <ul style="list-style-type: none"> <li>– Hazards</li> <li>– Areas most commonly occurs at</li> </ul> </li> <li>• Location and limitations of cylinders and bulk supplies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3 Install piping for medical gas systems | <ul style="list-style-type: none"> <li>• Where located</li> <li>• Codes and regulations</li> <li>• Pipe types</li> <li>• Hangers and supports</li> <li>• Jointing methods</li> <li>• Cleaning and storing methods</li> <li>• Cutting, fitting and brazing methods</li> <li>• Degreasing</li> <li>• Capping</li> <li>• Certification requirements</li> <li>• Purging requirements and procedures</li> <li>• Brazing material requirements and characteristics</li> <li>• Dangers associated with cross-connection</li> <li>• Tools and equipment</li> <li>• Coordination with other trades</li> <li>• Pipe and component labelling</li> <li>• Purging braze piping</li> <li>• Pressure testing                             <ul style="list-style-type: none"> <li>– Gauge requirements</li> </ul> </li> <li>• Testing for cross-connection</li> </ul> |

**Program Content  
Level 2**

- 4 Install equipment for medical gas systems
- Codes and regulations
  - Jurisdictional requirements
  - Equipment
    - Vacuum pumps
    - Air compressors
    - Bulk systems
    - Reserve systems
  - Characteristics and requirements of equipment
    - Zone valves
    - Alarms
    - Manifolds
  - Accessories
    - Pressure reducing valves
    - Pressure relief valves
    - Dew-point sensors
  - Diameter Index Safety System (DISS)
  - Tools and equipment
  - Pipe connection to equipment
  - Pressure testing equipment
  - Location of alarm points

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



Program Content  
Level 2



**LINE J: INSTALL SPECIALIZED SYSTEMS**

**Competency: J-4 Install Compressed Air Systems**

**Learning Objectives:**

- 1 The learner will be able to plan and install compressed air systems.

**LEARNING TASKS**

**CONTENT**

- 1 Describe compressed air systems

- Hazards
- Pipe types
- Codes and regulations regarding vessels
- Piping arrangements
  - Straight line
  - Loop
- Tools and equipment
- Jointing methods
- Draining of moisture
- Compressors
  - Types
  - Operation
- Safety devices

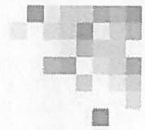
- 2 Install compressed air systems

- Codes and regulations
- Components
  - Air driers
  - Flex-connectors
  - Auto drains
  - Pressure regulators
  - Filters
- Compressors
- Tools and equipment
- Vibration isolation
- Connection of equipment to piping

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE J:                   INSTALL SPECIALIZED SYSTEMS**

**Competency:           J-6     Test and Commission Specialized Systems**

**Learning Objectives:**

- 1   The learner will be able to describe the testing and commissioning of medical gas systems.
- 2   The learner will be able to test and commission compressed air systems

**LEARNING TASKS**

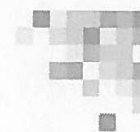
**CONTENT**

- |                                                                   |                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   Describe the testing and commissioning of medical gas systems | <ul style="list-style-type: none"> <li>• Approved testing agencies</li> <li>• Cross-connection testing</li> <li>• Pressure testing</li> <li>• Purity and flow testing</li> <li>• Alarm testing</li> <li>• Quality control testing</li> </ul> |
| 2   Test and commission compressed air systems                    | <ul style="list-style-type: none"> <li>• Manufacturers' documentation</li> <li>• Air quality tests</li> <li>• Leak test</li> <li>• Pressure settings</li> </ul>                                                                              |

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



**Program Content  
Level 2**



**LINE J:                   INSTALL SPECIALIZED SYSTEMS**

**Competency:           J-7     Maintain and Repair Specialized Systems**

**Learning Objectives:**

- 1     The learner will be able to maintain and repair compressed air systems.

**LEARNING TASKS**

**CONTENT**

- |                                                                                                    |                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1     Maintain and repair compressed air systems</li> </ol> | <ul style="list-style-type: none"> <li>•     Compressor maintenance                             <ul style="list-style-type: none"> <li>–     Manufacturers' instructions</li> </ul> </li> <li>•     Receiver draining</li> <li>•     Filters</li> <li>•     Desiccants</li> <li>•     Quick connects</li> </ul> |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Theory Assessment:** The learner must score a minimum of 70 percent on a written examination.



## MEMO

To: UEC  
From: Randy Kelley, Director School of Trades  
Date: 08/12/2016  
Re: Welding Harmonization

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As information for UEC, We have received an Official Program Standards Notification (OPSN) from the ITA that pertains to the Welding programs we offer. These mandated changes resulting from the Pan-Canadian Harmonization Initiative come into effect March 31, 2017 but will effectively come into place for our programs starting in September 2017.

The intent of the Harmonization Initiative is to align the sequence of technical education provided to apprentices across the nation. This initiative was launched by the Canadian Council of Directors of Apprenticeship in Fall of 2013, and is endorsed by both federal and provincial regulating bodies.

Attached is the OPSN - Pan-Canadian Harmonization Welder Program update and a summary of the Competency Migration - Detail of Changes.



**OFFICIAL PROGRAM STANDARDS NOTIFICATION (OPSN)**

**Issued: August 22, 2016**

**Program: Welder**

**To:** ITA Training Providers  
Articulation Chair  
System Liaison Person  
School Districts

**Subject** **Pan-Canadian Harmonization and Welder Program Update**

**OPSN No.:** **OPSN 2016-014**

**Effective Date:** **March 31, 2017**

**Summary of Changes:** Please be advised that changes have occurred to the Welder program as result of the Pan-Canadian Harmonization Initiative and will be implemented effective March 31, 2017.

These changes are as follows:

- Welder Program Outline Update
- Technical Training Duration Increase - Level 3, 10 weeks (from 8 weeks)
- Increased Work Based Training Hours – 4,620 hours (from 4,500 hours)

**Rationale:** At the request of industry, the Canadian Council of Directors of Apprenticeship (CCDA)'s Harmonization Initiative was launched in Fall 2013, and endorsed by the Forum of Labour Market Ministers (FLMM) in 2014. The goal of Harmonization is to *substantively align* apprenticeship systems across Canada by making apprenticeship training requirements more consistent in Red Seal trades.

In consultation with stakeholders, the CCDA identified four harmonization priorities:

1. Use of Red Seal **trade name**
2. Consistent **total training hours** (in-school and on-the-job)
3. Same number of **training levels**
4. Consistent **sequencing** of training content, including use of most recent National Occupational Analysis.

Phase One sought to harmonize ten trades, which included Welder. After a series of consultations and pan-Canadian webinars, the finalized priorities for Welder were as follows:

1. Trade name – Welder (no change)
2. Total training hours – 5,400 (minor change)
3. Number of levels – 3 (no change)
4. Sequencing of content – (changed – see **Outline Review Details** attached or the Program Outline at <http://www.itabc.ca/program/welder>.)

The changes to the sequencing of technical training prompted a review of the BC Welder Program to align it to the harmonized sequencing.



## OFFICIAL PROGRAM STANDARDS NOTIFICATION (OPSN)

**Details:****Welder Program Outline Update**

A Welder Program Review was conducted in November 2015 to align the ITA Welder Program to the Harmonized Sequencing. The review process resulted in several changes to the sequence of technical training.

ITA will work with the BCATTA Harmonization Implementation group to identify transition strategies for training providers. ITA is also working on a communication plan to inform apprentices and employers of the changes to the program

**Technical Training Duration Increase - Level 3, 10 weeks**

During the realignment of the Welder Program Outline, there was an analysis of Training Time Allocation.

ITA has approved an additional 2 weeks of technical training for Level 3 of the Welder program effective March 31, 2017.

**Increased Work Based Training Hours**

Due to national consensus of 5,400 total training hours for the Harmonized Welder program, the work based training hours required to complete the program will increase from 4,500 to 4,620 hours effective March 31, 2017. This increase will apply only to new apprenticeship registration on or after March 31, 2017.

**Attachments: *Welder Program Outline Review Details***

This attachment provides details of the revisions made to the Welder Program Outline during the review process.

**For more information contact:**

Angela Caughy  
Program Development Officer  
email: [acaughy@itabc.ca](mailto:acaughy@itabc.ca)

**cc:**

All Staff





Welder Program Outline Review Details - Harmonization

Summary - Competency Migration  
Details of Changes

|        | Current Level 1                                                 |        | Harmonized Level 1                                                | Description of Changes                                                  |
|--------|-----------------------------------------------------------------|--------|-------------------------------------------------------------------|-------------------------------------------------------------------------|
| Line A | Occupational Skills                                             | Line A | Occupational Skills                                               |                                                                         |
| A1     | Describe the welder apprenticeship and scope of the trade in BC |        |                                                                   | Removed from Level 1, will remain in Foundation only                    |
| A2     | Describe safe working practices                                 | A2     | Describe safe working practices                                   | No change                                                               |
| A3     | Perform basic trade related mathematical calculations           | A3     | Perform basic trade related mathematical calculations             | No change                                                               |
| A4     | Use measuring and layout tools                                  | A4     | Use and maintain measuring and layout tools                       | Re-word                                                                 |
| A5     | Use hand tools                                                  | A5     | Use and maintain hand tools                                       | Re-word                                                                 |
| A6     | Use power tools (electric and pneumatic)                        | A6     | Use and maintain power tools (electric and pneumatic)             | Re-word                                                                 |
|        |                                                                 | A7     | Describe shop materials                                           | New: to meet NOA content                                                |
|        |                                                                 | A8     | Apply lifting, hoisting and rigging procedures                    | Split between level 1 & 2 (was level 2 only)                            |
| Line B | Oxy-Fuel Cutting and Gouging Processes (OFC and OFG)            | Line B | Cutting and Gouging Processes                                     | Title Change/merge former Line E                                        |
| B1     | Describe OFC and OFG processes and their applications           | B1     | Describe Oxy-Fuel Cutting (OFC) processes and their applications  | Re-word                                                                 |
| B2     | Describe OFC and OFG equipment and its operation                | B2     | Describe Oxy-Fuel Cutting (OFC) equipment and its operation       | Re-word                                                                 |
| B3     | Perform freehand and guided cuts on low carbon steel            | B3     | Perform freehand and guided cuts on low carbon steel (OFC)        | Re-word                                                                 |
| B4     | Use automatic and semi-automatic cutting machines               | B4     | Use automatic and semi-automatic cutting machines (OFC)           | Re-word                                                                 |
|        |                                                                 | B5     | Describe CAC-C and PAC processes, equipment and their application | Formerly line E, removed SMAC                                           |
|        |                                                                 | B6     | Use CAC-A and PAC cutting and gouging processes and equipment     | Formerly line E                                                         |
| Line C | Fusion and Braze Welding (TB) Using the Oxy-Fuel (OFW) Process  | Line C | Fusion and Braze Welding (TB) Using the Oxy-Fuel (OFW) Process    | Will remain in Foundation, Level 1: Theory required, practical OPTIONAL |
| C1     | Describe fusion welding, braze welding and brazing processes    | C1     | Describe fusion welding, braze welding and brazing processes      | No change                                                               |



Welder Program Outline Review Details - Harmonization

|        | Current Level 1                                                                            |        | Harmonized Level 1                                                                         | Description of Changes                                     |
|--------|--------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------|------------------------------------------------------------|
|        | and their applications                                                                     |        | and their applications                                                                     |                                                            |
| C2     | Describe fusion welding, braze welding and brazing equipment and its operation             | C2     | Describe fusion welding, braze welding and brazing equipment and its operation             | No change                                                  |
| C3     | Describe filler metals, fluxes and tips used for fusion welding, braze welding and brazing | C3     | Describe filler metals, fluxes and tips used for fusion welding, braze welding and brazing | No change                                                  |
| C4     | Describe joint design and weld positions                                                   | C4     | Describe joint design and weld positions for OFW                                           | Re-word                                                    |
| C5     | Fusion weld on low carbon steel sheet                                                      | C5     | Fusion weld on low carbon steel sheet                                                      | Optional Level 1, still remains in Foundation              |
| C6     | Braze weld (TB) using the OFW process                                                      | C6     | Braze weld (TB) using the OFW process                                                      | Optional Level 1, still remains in Foundation              |
| C7     | Silver alloy braze on similar and dissimilar metals                                        | C7     | Silver alloy braze on similar and dissimilar metals                                        | Optional Level 1, still remains in Foundation              |
| Line D | Shielded Metal Arc Welding (SMAW)                                                          | Line D | Shielded Metal Arc Welding (SMAW)                                                          |                                                            |
| D1     | Describe the SMAW process                                                                  | D1     | Describe the SMAW process                                                                  | No change                                                  |
| D2     | Describe SMAW equipment and its operation                                                  | D2     | Describe SMAW equipment and its operation                                                  | No change                                                  |
| D3     | Select and use electrodes for SMAW                                                         | D3     | Select electrodes for SMAW                                                                 | Re-word                                                    |
| D4     | Describe basic joint design and weld positions                                             | D4     | Describe basic joint design and weld positions for SMAW                                    | Re-word                                                    |
| D5     | Describe weld faults and distortion in fabrication                                         | D5     | Describe weld faults and distortion in fabrication in SMAW                                 | Re-word                                                    |
| D6     | Use the SMAW process on low carbon steel plate and pipe                                    | D6     | Use the SMAW process on low carbon steel plate and pipe                                    | No change                                                  |
|        |                                                                                            | D7     | Use the hard surfacing process on low carbon steel                                         | Moved from level 2/re-worded                               |
|        |                                                                                            | D9     | Use the SMAW process on stainless steel and/or low carbon steel plate and pipe             | Moved from level 2/re-worded                               |
| Line E | Electric Arc Cutting, Gouging and Related Processes                                        |        |                                                                                            | Line Change & now merged with Harmonized Line B            |
| E1     | Describe CAC-A, PAC and SMAC processes, equipment and their applications                   |        |                                                                                            | Merged with harmonized Line B and remove SMAC              |
| E2     | Use CAC-A and PAC cutting and gouging processes and equipment                              |        |                                                                                            | Merged with harmonized Line B                              |
|        |                                                                                            | Line E | Semi-Automatic and Automatic Welding                                                       | Line Change former Line F/Title change/merge former line M |



Welder Program Outline Review Details - Harmonization

|        | Current Level 1                                                        |        | Harmonized Level 1                                                                   | Description of Changes                          |
|--------|------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------|-------------------------------------------------|
|        |                                                                        | E1     | Describe GMAW, GMAW-P, FCAW, MCAW and SAW processes and their applications           | Re-numbered and merge former line M             |
|        |                                                                        | E2     | Describe semi-automatic and automatic welding equipment and its operation            | Re-numbered/re-word and merge former line M     |
|        |                                                                        | E3     | Describe filler metal and shielding gases for semi-automatic and automatic processes | Re-numbered/re-word and merge former line M     |
|        |                                                                        | E4     | Use the GMAW and GMAW-P process                                                      | Re-numbered                                     |
|        |                                                                        | E5     | Use the FCAW process                                                                 | Re-numbered                                     |
| Line F | Semi-Automatic Welding                                                 |        |                                                                                      | Line Change & now merged with Harmonized Line E |
| F1     | Describe GMAW, GMAW-P, FCAW, and MCAW processes and their applications |        |                                                                                      | Re-numbered and merged with harmonized Line E   |
| F2     | Describe semi-automatic welding equipment and its operation            |        |                                                                                      | Re-numbered and merged with harmonized Line E   |
| F3     | Describe filler metal and shielding gases for GMAW                     |        |                                                                                      | Re-numbered and merged with harmonized Line E   |
| F4     | Use the GMAW process                                                   |        |                                                                                      | Re-numbered and merged with harmonized Line E   |
| F6     | Use the FCAW process                                                   |        |                                                                                      | Re-numbered and merged with harmonized Line E   |
|        |                                                                        | Line I | Welding Drawings, Layout and Fabrication                                             | Merge former Line I and Line J                  |
|        |                                                                        | I1     | Identify common welding symbols and bolted connections                               | Moved from Level 2                              |



Welder Program Outline Review Details - Harmonization

|        | Current Level 2                                                              |        | Harmonized Level 2                                      | Description of Changes                                     |
|--------|------------------------------------------------------------------------------|--------|---------------------------------------------------------|------------------------------------------------------------|
| Line A | Occupational Skills                                                          | Line A | Occupational Skills                                     |                                                            |
| A7     | Describe hoisting, rigging and material handling                             | A8     | Apply lifting, hoisting and rigging procedures          | Re-numbered and split between level 1 & 2                  |
| Line D | Shielded Metal Arc Welding (SMAW)                                            | Line D | Shielded Metal Arc Welding (SMAW)                       |                                                            |
| D3     | Select and use electrodes for SMAW                                           | D3     | Select electrodes for SMAW                              | Re-worded                                                  |
| D6     | Use the SMAW process on low carbon steel plate and pipe                      | D6     | Use the SMAW process on low carbon steel plate and pipe | No change                                                  |
| D7     | Describe using the hardsurfacing process on mild steel                       |        |                                                         | Moved to Level 1/re-worded                                 |
| D8     | Describe using the SMAW process on grey cast iron                            | D8     | Describe the SMAW process on grey cast iron             | Re-worded, practical component removed                     |
| D9     | Describe and use the SMAW process on stainless steel and/or mild steel plate |        |                                                         | Moved to Level 1/re-worded                                 |
|        |                                                                              | Line E | Semi-Automatic and Automatic Welding                    | Line Change former Line F/Title change/merge former line M |
|        |                                                                              | E4     | Use the GMAW and GMAW-P process                         | Re-numbered                                                |
|        |                                                                              | E5     | Use the FCAW process                                    | Re-numbered                                                |
|        |                                                                              | E6     | Use the MCAW process                                    | Re-numbered                                                |
|        |                                                                              | E7     | Use the SAW process                                     | New                                                        |
| Line F | Semi-Automatic Welding                                                       |        |                                                         | Line Change now Harmonized Line E                          |
| F4     | Use the GMAW process                                                         |        |                                                         | Re-numbered harmonized Line E                              |
| F5     | Use the GMAW-P process                                                       |        |                                                         | Re-numbered harmonized Line E                              |
| F6     | Use the FCAW process                                                         |        |                                                         | Re-numbered harmonized Line E                              |
| F7     | Use the MCAW process                                                         |        |                                                         | Re-numbered harmonized Line E                              |



Welder Program Outline Review Details - Harmonization

|        |                                                                                                    | Line F | Gas Tungsten Arc Welding (GTAW)                                               | Line Change former Line H and Split Between Level 2 & 3       |
|--------|----------------------------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------|---------------------------------------------------------------|
|        |                                                                                                    | F1     | Describe the GTAW process and its application                                 | Moved from Level 3                                            |
|        |                                                                                                    | F2     | Describe GTAW equipment and its operation                                     | Moved from Level 3                                            |
|        |                                                                                                    | F3     | Describe the application of GTAW for ferrous metals                           | Moved from Level 3 and re-worded                              |
|        |                                                                                                    | F4     | Use the GTAW process for ferrous metals                                       | Moved from Level 3                                            |
|        |                                                                                                    | F5     | Use the GTAW process for stainless steel                                      | Moved from Level 3                                            |
| Line G | Basic Metallurgy                                                                                   |        |                                                                               | Line Change now Harmonized Line H                             |
| G1     | Describe production processes for manufacturing metals                                             |        |                                                                               | Re-numbered harmonized Line H                                 |
| G2     | Describe mechanical and physical properties of ferrous and non-ferrous metals                      |        |                                                                               | Re-numbered harmonized Line H                                 |
| G3     | Describe common non-ferrous, reactive metals and their weldability                                 |        |                                                                               | Re-numbered harmonized Line H and split between Level 2 and 3 |
|        |                                                                                                    | Line H | Basic Metallurgy                                                              | Line Change former Line G                                     |
|        |                                                                                                    | H1     | Describe production processes for manufacturing metals                        | Re-numbered                                                   |
|        |                                                                                                    | H2     | Describe mechanical and physical properties of ferrous and non-ferrous metals | Re-numbered                                                   |
|        |                                                                                                    | H3     | Describe common ferrous, non-ferrous, reactive metals and their weldability   | Split between Level 2 and 3, re-worded                        |
| Line I | Welding Drawings                                                                                   | Line I | Welding Drawings, Layout and Fabrication                                      | Merge former Line I and Line J                                |
| I1     | Perform mathematical calculations involving formulas, angles, triangles and geometric construction | I4     | Perform mathematical calculations                                             | Re-numbered and re-worded                                     |
| I2     | Perform basic drafting                                                                             | I3     | Perform basic drafting                                                        | Re-numbered                                                   |
| I3     | Read and interpret drawings                                                                        | I2     | Read and interpret drawings                                                   | Re-numbered                                                   |
| I4     | Identify common welding symbols and bolted connections                                             | I5     | Interpret and apply mechanical drawings and layout components                 | Re-numbered and re-worded                                     |
|        |                                                                                                    | I6     | Fabricate weldments                                                           | Re-numbered                                                   |



Welder Program Outline Review Details - Harmonization

|        |                                                 |    |                        |                                         |
|--------|-------------------------------------------------|----|------------------------|-----------------------------------------|
|        |                                                 | I7 | Costing and Estimating | New: to meet NOA content                |
| Line J | Layout and Fabricate Components                 |    |                        | Merged with Harmonized Line I           |
| J1     | Interpret and apply mechanical drawings         |    |                        | Merged with Harmonized Line I           |
| J2     | Fabricate weldments                             |    |                        | Merged with Harmonized Line I           |
| Line M | Submerged Arc Welding (SAW)                     |    |                        | Merged with Harmonized Line E – Level 1 |
| M1     | Describe SAW process and its applications       |    |                        | Merged with Harmonized Line E – Level 1 |
| M2     | Select operating parameters for the SAW process |    |                        | Merged with Harmonized Line E – Level 1 |
| M3     | Describe filler metals and fluxes for SAW       |    |                        | Merged with Harmonized Line E – Level 1 |



Welder Program Outline Review Details - Harmonization

|        | Current Level 3                                                               |        | Harmonized Level 3                                                            | Description of Changes                                |
|--------|-------------------------------------------------------------------------------|--------|-------------------------------------------------------------------------------|-------------------------------------------------------|
| Line D | Shielded Metal Arc Welding (SMAW)                                             | Line D | Shielded Metal Arc Welding (SMAW)                                             |                                                       |
|        |                                                                               | D3     | Select electrodes for SMAW                                                    | New                                                   |
| D6     | Use the SMAW process on low carbon steel plate and pipe                       | D6     | Use the SMAW process on low carbon steel plate and pipe                       | No change                                             |
|        |                                                                               | Line E | Semi-Automatic and Automatic Welding                                          | Line Change former Line F/Title change/merge Line M   |
|        |                                                                               | E4     | Use the GMAW and GMAW-P process                                               | Re-numbered                                           |
|        |                                                                               | E8     | Use combined GMAW, FCAW and MCAW processes                                    | New, was a learning task, now a competency on its own |
| Line F | Semi-Automatic Welding                                                        | Line F | Gas Tungsten Arc Welding (GTAW)                                               | Line Change former Line H and and split between 2 & 3 |
| F4     | Use the GMAW process                                                          | F4     | Use the GTAW process for ferrous metals                                       | Split between level 2 & 3                             |
|        |                                                                               | F6     | Use the GTAW process for aluminum                                             | Re-numbered                                           |
| Line G | Basic Metallurgy                                                              |        |                                                                               | Line Change now Harmonized Line H                     |
| G2     | Describe mechanical and physical properties of ferrous and non-ferrous metals |        |                                                                               | Line change now Harmonized Line H                     |
| G4     | Describe the grain structure of metals                                        |        |                                                                               | Line change now Harmonized Line H                     |
| G6     | Describe aluminum, aluminum alloys and their weldability                      |        |                                                                               | Line change now Harmonized Line H                     |
|        |                                                                               | Line H | Basic Metallurgy                                                              | Line Change former Line G                             |
|        |                                                                               | H2     | Describe mechanical and physical properties of ferrous and non-ferrous metals | Re-numbered                                           |
|        |                                                                               | H3     | Describe common ferrous, non-ferrous, reactive metals and their weldability   | Split between level 2 & 3, re-worded                  |
|        |                                                                               | H4     | Describe the grain structure of metals                                        | Re-numbered                                           |
|        |                                                                               | H5     | Describe aluminum, aluminum alloys and their weldability                      | Re-numbered                                           |
| Line H | Gas Tungsten Arc Welding                                                      |        |                                                                               | Line Change now Harmonized Line F                     |



Welder Program Outline Review Details - Harmonization

|        | Current Level 3                                                     |        | Harmonized Level 3                                                          | Description of Changes                    |
|--------|---------------------------------------------------------------------|--------|-----------------------------------------------------------------------------|-------------------------------------------|
| H1     | Describe the GTAW process and its application                       |        |                                                                             | Moved to Level 2                          |
| H2     | Describe GTAW equipment and its operation                           |        |                                                                             | Moved to Level 2                          |
| H3     | Describe the application of GTAW for ferrous and non-ferrous metals |        |                                                                             | Moved to Level 2                          |
| H4     | Use the GTAW process for ferrous metals                             |        |                                                                             | Split between level 2 & 3 and re-numbered |
| H5     | Use the GTAW process for stainless steel                            |        |                                                                             | Moved to Level 2                          |
| H6     | Use the GTAW process for aluminum                                   |        |                                                                             | Re-numbered                               |
| Line I | Welding Drawings                                                    | Line I | Welding Drawings, Layout and Fabrication                                    | Merge former Line I and Line J            |
| I3     | Read and interpret drawings                                         | I2     | Read and interpret drawings                                                 | Re-numbered                               |
|        |                                                                     | I5     | Interpret and apply mechanical drawings and layout components               | Re-numbered/merged                        |
|        |                                                                     | I6     | Fabricate weldments                                                         | Re-numbered/merged                        |
|        |                                                                     | I7     | Costing and estimating                                                      | New                                       |
| Line J | Layout and Fabricate Components                                     |        |                                                                             | Merged with Harmonized Line I             |
| J1     | Interpret and apply mechanical drawings                             |        |                                                                             | Merged with Harmonized Line I             |
| J2     | Fabricate weldments                                                 |        |                                                                             | Merged with Harmonized Line I             |
|        |                                                                     | Line J | Quality Control and Inspection                                              | Line Change former Line K                 |
|        |                                                                     | J1     | Describe basic welding quality control and inspection requirements          | Re-numbered                               |
|        |                                                                     | J2     | Describe inspection and testing procedures                                  | Re-numbered                               |
|        |                                                                     | J3     | Describe the scope of the welding supervisor and inspector responsibilities | Re-numbered                               |
| Line K | Quality Control and Inspection                                      |        |                                                                             | Line Change now Harmonized Line J         |
| K1     | Describe basic welding quality control and inspection requirements  |        |                                                                             | Re-numbered                               |





Welder Program Outline Review Details - Harmonization

|        | Current Level 3                                                                |        | Harmonized Level 3                                                             | Description of Changes             |
|--------|--------------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------|------------------------------------|
| K2     | Perform inspections and testing procedures                                     |        |                                                                                | Re-numbered                        |
| K3     | Describe the scope of the welding supervisor and inspector responsibilities    |        |                                                                                | Re-numbered                        |
|        |                                                                                | Line K | Standards, Codes, Specifications and Welder Qualifications                     | Line Change former Line L          |
|        |                                                                                | K1     | Identify applicable standards, codes, specifications and jurisdictional bodies | Re-numbered                        |
|        |                                                                                | K2     | Describe compliance with weld procedure specifications (WPS) and data sheets   | Re-numbered                        |
| Line L | Standards, Codes, Specifications and Welder Qualifications                     |        |                                                                                | Line Change now Harmonized Line K  |
| L1     | Identify applicable standards, codes, specifications and jurisdictional bodies |        |                                                                                | Re-numbered                        |
| L2     | Comply with weld procedure specifications (WPS) and data sheets                |        |                                                                                | Re-numbered                        |
| Line N | Specialized Processes                                                          |        |                                                                                | Line Change now new Line G in MPAW |
| N1     | Describe specialized welding processes                                         |        |                                                                                | Moved to MPAW                      |



Welder Program Outline Review Details - Harmonization

|        | Current MPAW                                                       |        | New MPAW                                                                    | Description of Changes                           |
|--------|--------------------------------------------------------------------|--------|-----------------------------------------------------------------------------|--------------------------------------------------|
| Line D | Shielded Metal Arc Welding (SMAW)                                  | Line D | Shielded Metal Arc Welding (SMAW)                                           |                                                  |
|        |                                                                    | D3     | Select and use electrodes                                                   | New                                              |
| D6     | Use the SMAW process on low carbon steel plate and pipe            | D6     | Use the SMAW process on low carbon steel plate and pipe                     | No change                                        |
|        |                                                                    | D9     | Use the SMAW process on stainless steel and/or low carbon steel plate       | New                                              |
|        |                                                                    | Line F | Gas Tungsten Arc Welding (GTAW)                                             | Line Change former Line H                        |
|        |                                                                    | F5     | Use the GTAW process for stainless steel                                    | Re-numbered                                      |
| Line G | Basic Metallurgy                                                   |        |                                                                             | Line Change now new Line H                       |
| G3     | Describe common non-ferrous, reactive metals and their weldability |        |                                                                             | Re-numbered                                      |
| G5     | Describe die castings and their weldability                        |        |                                                                             | Re-numbered                                      |
|        |                                                                    | Line G | Specialized Processes                                                       | Moved from Level 3 and Line Change former Line N |
|        |                                                                    | G1     | Describe specialized welding processes                                      | Moved from Level 3 and re-numbered               |
| Line H | Gas Tungsten Arc Welding (GTAW)                                    |        |                                                                             | Line Change now new Line F                       |
| H4     | Use the GTAW process for ferrous metals                            |        |                                                                             | Moved to Level 3 and re-numbered                 |
| H5     | Use the GTAW process for stainless steel                           |        |                                                                             | Re-numbered                                      |
|        |                                                                    | Line H | Basic Metallurgy                                                            | Line Change former Line G                        |
|        |                                                                    | H3     | Describe common ferrous, non-ferrous, reactive metals and their weldability | Re-numbered/re-worded                            |
|        |                                                                    | H6     | Describe die castings and their weldability                                 | Re-numbered                                      |



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|        |                                         |        |                                                               |                                |
|--------|-----------------------------------------|--------|---------------------------------------------------------------|--------------------------------|
|        |                                         | Line I | Welding Drawings, Layout and Fabrication                      | Merge former Line I and Line J |
|        |                                         | I5     | Interpret and apply mechanical drawings and layout components | Re-numbered                    |
|        |                                         | I6     | Fabricate weldments                                           | Re-numbered                    |
| Line J | Layout and Fabricate Components         |        |                                                               | Merged with Harmonized Line I  |
| J1     | Interpret and apply mechanical drawings |        |                                                               | Re-numbered                    |
| J2     | Fabricate weldments                     |        |                                                               | Re-numbered                    |