
UPAC MEMORANDUM

UPAC Chair: Sue Brigden
Phone: 4372

UPAC Assistant: Amanda Grimson
Phone: 4571

TO: Undergraduate Program Advisory Committee Representatives

FROM: Amanda Grimson, UPAC Assistant

DATE: September 24, 2010

RE: NOTICE OF UPAC MEETING

An Undergraduate Program Advisory Committee (UPAC)

meeting is scheduled for:

Friday, October 1, 2010

10 am, Room A225 (Abbotsford campus)

[Agenda package attached]

UNDERGRADUATE PROGRAM ADVISORY COMMITTEE (UPAC) MEETING

Friday, October 1, 2010
10 am – Room A225
Abbotsford Campus

AGENDA

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#### 1. APPROVAL OF UPAC AGENDA

#### 2. APPROVAL OF UPAC MINUTES

2.1. UPAC draft minutes: September 3, 2010

Exhibit 2.1 (p.3)

#### 3. COURSE OUTLINES

The following courses are ready for publication following UPAC approval. Official course outlines are available online at <http://www.ufv.ca/calendar/courseoutlines/upac/>.

##### 3.1. Economics

New course: ECON 490, Directed Studies in Economics

##### 3.2. English

New course: ENGL 388, Topics in Children's Literature

Review with changes, including title and prerequisites: ENGL 350, 352

Review with changes, including prerequisites: ENGL 215, 364, 366

##### 3.3. Geography

Change to prerequisites: GEOG 340

Change to calendar description: GEOG 312

##### 3.4. Philosophy

New course: PHIL 300, Symbolic Logic in Context

##### 3.5. Social, Cultural, and Media Studies

New course: MACS 369, Media Law and Ethics

##### 3.6. Visual Arts

Change to title: VA 140, 141, 142

#### 4. OTHER UPAC BUSINESS

##### 4.1. Social Work and Human Services

Review with changes: SOWK 430

*E. Dow*

Exhibit #4.1 (p.7)

##### 4.2. Early Modern Studies

New program: Early Modern Studies certificate

*M. Walter*

Exhibit #4.2 (p.9)

##### 4.3. Global Development Studies

New program: Bachelor of Arts in Global Development Studies

(see <http://www.ufv.ca/senate/upac/packages.htm> for complete proposal including appendices)

*S. Piper*

Exhibit #4.2 (p.17)

#### 5. ADJOURNMENT

## UNDERGRADUATE PROGRAM ADVISORY COMMITTEE (UPAC) MEETING

Friday, September 3, 2010  
10 am – Room C1429  
Abbotsford Campus

### DRAFT MINUTES

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Present: S. Brigden, J. Carroll, E. Harris, C. Loten, S. Pattridge, E. Spalding

Guests: T. Anzai, S. Brown, D. Luu, N. Mooney, S. Shupe, C. Slavik, D. Thomson

Recorder: A. Grimson

1. APPROVAL OF UPAC AGENDA

MOTION:

E. Harris/C. Loten

To approve the agenda as amended:

- Addition of new item 4.1, discussion of UPAC chair.

CARRIED

2. APPROVAL OF UPAC MINUTES

2.1. UPAC draft minutes: May 21, 2010

MOTION:

S. Pattridge/E. Spalding

To approve the draft minutes as presented.

CARRIED

3. COURSE OUTLINES

The following courses are ready for publication following UPAC approval. Official course outlines are available online at <http://www.ufv.ca/calendar/courseoutlines>.

Concerns were raised regarding the prerequisites for several courses, specifically ENGL 491 and 492, SOWK 430, and VA 240. ENGL 491 and 492 include acceptance to the "Honours program", which should be changed to specify the "English Honours program".

SOWK 430 includes two sets of prerequisites, one set for all students and additional requirements for students in the Child Welfare Specialization. E. Harris noted that although the additional requirements could be included as recommendations, there should not be different requirements for different students based on their program. The department will be contacted for more information before this course is approved.

VA 240 requires that students complete the Indigenous Arts certificate prior to taking the course. E. Harris questioned whether this requirement was necessary, and noted that this would significantly limit the number of students who would be eligible for the course. T. Anzai clarified that part of the rationale for this course was to encourage more students to complete the certificate, and that this would initially only be offered as an advanced directed studies course for students who have completed the corresponding VA 140 and VA 141. There was also concern that potential students might not understand the phrasing of the rest of the

prerequisites (ie. “VA 140 and VA 141 with the same letter designation”), but the department was confident that this would not be an issue.

MOTION:

E. Spalding/S. Pattridge

To approve the following course outlines, with the exception of SOWK 430, as amended:

- ENGL 491 and 492 prerequisites: “Acceptance to the **English** Honours program...”

CARRIED

3.1. English

New cross-listed course: ENGL 267/AH 267/MACS 267

Course review with changes including title: ENGL 310

Course reviews with changes: ENGL 226, 491, 492

3.2. Indigenous Studies

Changes including course number: IPK 331 (formerly IPK 131)

Changes including course number: IPK 332 (formerly IPK 132)

3.3. Social, Cultural, and Media Studies

New course: ANTH 367/ENGL 367, Culture and Theory of Diaspora

3.4. Social Work and Human Services

Change to prerequisites: FNST 101, 102, 201, 202

Review with changes including pre/corequisites: SOWK 330

Review with changes: SOWK 300, ~~430~~

3.5. Visual Arts

New course: VA 240, Indigenous Design and Technology: Special Topics III

New course: VA 241, Indigenous Design and Technology: Special Topics IV

4. OTHER UPAC BUSINESS

4.1. UPAC Chair

S. Brigden notified the committee that, due to her new role as Acting Dean of Faculty of Access and Continuing Studies (FACS), she now occupies a different role on UPAC. Rather than acting as a faculty representative for FACS, she now represents the VP Academic. Although she is willing to continue in the position of UPAC Chair, she asked members to consider whether they were comfortable with this. Members unanimously agreed that S. Brigden should continue as chair for the remainder of the year.

4.2. Arts

New discipline: ARTS course designation

MOTION:

E. Spalding/C. Loten

To approve the creation of the ARTS course designation.

CARRIED

RECOMMENDED TO SENATE

New course: ARTS 280, Special Topics: Arts Internship in a Specific Discipline

MOTION:

E. Spalding/J. Carroll

To approve the new course ARTS 280 as presented.

CARRIED

New program: Diaspora Studies certificate

E. Spalding noted that the list of secondary electives as presented may cause some confusion, as several courses have asterisks indicating that they may or may not be applicable based on the instructor. An alternate presentation was suggested, to include these courses in a note rather than in the main list.

MOTION:

J. Carroll/S. Pattridge

To approve the new Diaspora Studies certificate (type B certificate) as amended:

- Clarification of wording of requirements for the core program, to: "two courses in the list of primary electives from any two disciplines".
- Removal of ANTH 270/SOC 270/MACS 270, ENGL 229, ENGL 341, ENGL 369, and SOC 475 from the list of secondary electives, and inclusion of these courses in a note following the certificate requirements. Students will be advised to contact the Diaspora Studies program committee to determine course applicability.

CARRIED

RECOMMENDED TO SENATE

4.3. Communications

New program: Portfolio Essentials certificate

MOTION:

E. Spalding/S. Pattridge

To approve the new Portfolio Essentials certificate (type B certificate) as amended:

- Residency requirement changed from 100% to CMNS 200 and one other course.

CARRIED

RECOMMENDED TO SENATE

4.4. Geography

New course: GEOG 458, GIS Project

MOTION:

C. Loten/S. Pattridge

To approve the new course GEOG 458 as presented, subject to approval of the GIS certificate.

CARRIED

New program: Certificate in GIS

The proposal refers to the certificate title as "Certificate in GIS", but for clarity and consistency with other programs, the department agreed that the formal title should be "Geographic Information Systems certificate".

MOTION:

E. Spalding/S. Pattridge

To approve the Geographic Information Systems certificate as amended:

- Replace the note referring to minimum math requirements with a general statement that students are responsible for meeting all prerequisites.

CARRIED

RECOMMENDED TO SENATE

4.5. Mennonite Studies

New discipline: MENN course designation

MOTION:

E. Spalding/S. Pattridge

To approve creation of the MENN (Mennonite Studies) course designation.

CARRIED

RECOMMENDED TO SENATE

New course: MENN 100, An Introduction to Mennonite Studies

New course: MENN 300, Mennonite Development and Relief Organizations

MOTION:

E. Harris/C. Loten

To approve the new courses MENN 100 and MENN 300 as presented.

CARRIED

New program: Mennonite Studies certificate

MOTION:

E. Harris/E. Spalding

To approve the new Mennonite Studies certificate (type B certificate) as amended:

- Residency requirement changed from 100% to 12 credits in courses required for the certificate.

CARRIED

RECOMMENDED TO SENATE

4.6. Course review period

All faculties (with the exception of Trades and Technology, who did not provide feedback) indicated that they are in agreement with a six year review period, given the understanding that courses can still be reviewed earlier if necessary.

MOTION:

J. Carroll/C. Loten

To recommend that Senate extend the course review period, as listed on official course outlines, from four to six years.

CARRIED

RECOMMENDED TO SENATE

5. INFORMATION

5.1. Trades

Changes to program: Automotive Service Technician (changes approved via e-mail vote June 28, 2010)

5.2. 2010/11 UPAC meeting schedule

6. ADJOURNMENT

The meeting was adjourned at 11:50 am.

Re: SOWK 430

>>> Amanda Grimson 9/3/2010 1:57 PM >>>

Hi Eleanor,

UPAC approved FNST 101, 102, 201, and 202, and SOWK 300 and 330 this morning.

However, there were concerns about the prerequisites for SOWK 430 - in particular, the additional prerequisites for students in the Child Welfare Specialization. Although the additional courses could be included as "strongly recommended" for those students, my understanding is that it's not feasible to have different prerequisites for different students based on their program. UPAC wasn't comfortable making substantial changes to the prereqs without department consent, so I'm sending this one back to you - either for revision, or to prepare a rationale for these requirements for the next UPAC meeting (Oct. 1). I'm attaching a copy of the most recent version I have.

Please let me know if you have any questions about this.

Thanks,
Amanda

>>> Eleanor Masecar 9/3/2010 2:14 PM >>>

Amanda;

These pre-requisites have been published in the calendar, as is, for ... I don't know how long. If you check back in the archived Official Course Outlines, the pre-requisite lists have been the same. Why is UPAC questioning this now? My understanding is that only revised items require rationale, and are up for discussion. Who should I follow-up with?

Eleanor Masecar, Advisor/Assistant
School of Social Work and Human Services
University of the Fraser Valley
Telephone: 604-864-4631
Fax: 604-855-7558

>>> Amanda Grimson 9/3/2010 2:23 PM >>>

Hi Eleanor,

It had been quite a while since I looked at these courses, so I didn't recall whether the prerequisites had been changed, and to be honest didn't think about it when the objection was raised. You're quite right that this prerequisite has existed as stated since 2003/04. However, as this course came forward as a review, rather than a change to one particular item, it's not unusual that all parts of the outline were examined. Elaine Harris was the one who voiced concern over these prereqs, so she may be better able to elaborate on her points.

Thanks,
Amanda

>>> Elaine Harris 9/3/2010 2:52 PM >>>

Hi

If these were approved previously, then I suspect the issue was brought up at the time, but passed anyway.

There are two issues:

1. Prerequisites are meant to cover the courses or academic skills needed so that students will have a reasonable chance of success. If the initial list of courses is sufficient for other students to have a reasonable chance of success, it does not seem that students in the child welfare specialization would need additional courses. It may be desirable that they do this course after the others listed, but that is usually addressed by advise or notes in the program, rather than as formal prerequisites.

2. We have no way of enforcing different prerequisites for people in different programs (and I'm not sure the majority of people doing the child welfare specialty have the option recorded in Banner anyway) so the extra prerequisites for students in the child welfare are not being enforced. This means that there is a mismatch between the stated prerequisites and what is actually being checked.

Given these two things, it seems it would make the most sense to indicate this more in the form of advice, perhaps something like "Students taking the Child welfare specialization should also complete X, Y, Z prior to taking this course".

Elaine

>>> Eleanor Masecar 9/3/2010 3:36 PM >>>

The additional pre-requisites for the Child Welfare Specialization are mandatory based on the placement agreement(s) that the School of Social Work & Human Services has with the Ministry of Children and Family Development (mandatory practicum site for all CWS students). If the CWS students don't have SOWK 412, 483 and 491 prior to their 4th year practicum, they cannot do their 4th year practicum at MCFD, and therefore cannot obtain the Child Welfare Specialization. So, these courses are integral for student success.

This group is not taking additional courses. Rather, they are taking a different grouping of social work electives. And yes, they are monitored very closely through our program advising and field education practicum committee.

I've copied Elizabeth Dow and Lucki Kang. Perhaps they have some additional insights.

>>> Elaine Harris 9/3/2010 5:10 PM >>>

Hi

If you are saying that some students have the first group of courses for prerequisites, and the child welfare have a different selection (or something of that nature) then this could be handled by requiring one or the other groups.

For example:

Prerequisites: Student must have (course A, B, C, D) or, for those doing the child welfare specialization, (course X, Y, Z).

We can check these as alternate groups of courses in the prerequisites but any student with either group of courses would meet the prerequisites with that set up.

Elaine

>>> Eleanor Masecar 9/7/2010 10:52 AM >>>

Thanks Elaine!

I'm not sure if you're now referring checks through Banner, or if you're making further recommendations on changing the wording under the pre-requisites. Regardless, I am going to bow out now, and ask that Lucki Kang and/or Elizabeth Dow confirm how this is going to be handled.

Early Modern Studies certificate

PROGRAM INTRODUCTION

Faculty/department: History, Art History, Theatre, Philosophy/Political Science, and English

Program title and credential: Portfolio Essentials certificate

Advisory committee: Adrianna Bakos, Bruce Kirkley, Aleksandra Idzior, and Melissa Walter (chair)

This five course, 17-19 credit certificate is designed for those who wish to understand the early modern period (roughly 1350-1789) from an interdisciplinary perspective. The certificate encourages students to make connections among literature, art, theatre, philosophy, and history in this period. It also allows critical reflection on the label "early modern," seen in a global context. It will be useful for those who teach related subjects at school, for those planning graduate study in a related discipline (including museum studies), and for those whose work involves written and/or visual communication. With the development of the nation state, increased global interactions through trade and the beginnings of colonialism, print culture, increased literacy, changes in mapping, philosophical and religious changes, and a new level of reflection about autobiography and the self, the early modern period is crucial to the present moment.

HOW TO APPLY

New students should apply to the Arts Studies program path. Students will be required to meet the admission requirements for Arts Studies as well as meet course prerequisites. Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.

Students are encouraged to consider completion of this certificate early in their UFV program, in order to plan their program appropriately, and to benefit from the meaningful, coherent cluster of knowledge and skills constructed via the certificate. Students may apply to graduate from this program at any time after completion of the requirements, or at the same time they graduate from a degree at UFV.

PROGRAM REQUIREMENTS

Five courses, 17-19 credits, are required, including:

- HIST 208
- Four additional courses are required, chosen from the list below. Courses must be chosen from at least three different disciplines, and at least two courses must be upper-level. Courses included in the certificate are:

AH 311, Studies in Renaissance Art
AH 312, Studies in Baroque Art

THEA 315, Shakespeare in Performance
THEA 399, 499, Shakespeare Practicum

ENGL 205, The English Renaissance
ENGL 226, Renaissance Literature in Translation
ENGL 309, Topics in Renaissance Literature
ENGL 310, Elizabethan and Jacobean Theatre
ENGL 312, Shakespeare
ENGL 316, Milton
ENGL 318, Major authors of the restoration period.
ENGL 319, The 18th C Novel
ENGL 254, Women's Writing 1000 to 1660
ENGL 403c, Seminar in a Major Author (Shakespeare)

HIST 109, History of Britain, 1066-1688

HIST 208, The History of early modern Europe, 1300-1789
HIST 261, Latin America: The Colonial Experience
HIST 311, The Reformation
HIST 414, Tudor-Stuart England
HIST 412, Louis XIV & Versailles
HIST 308, European Culture and Ideas in the Early Modern Period
HIST 309, Women in Early Modern Europe
HIST 358, African Slavery and the Americas

POSC 312, History of Political Thought
PHIL 251, Descartes to Kant

PROGRAM REGULATIONS

(Standard UFV policies apply unless superseded by program-specific regulations)

Residency: Students are required to take at least three courses through UFV.

Graduation requirements: Students are required to have a completion GPA of at least 2.33 in the courses counted toward the certificate.

**Proposal for a B Completion Certificate in accordance with Graduation Awards
Policy 310.04
Certificate in Early Modern Studies**

1. Academic Merit

1.1.1 Degree Level Standard

The proposed certificate (“Certificate in Early Modern Studies”) is a Type B completion certificate.

1.1.2 Credential Recognition and Nomenclature

The title of the credential is “Certificate in Early Modern Studies.” It is common for Bachelor’s degrees to be supplemented by certificates such as this, which show an additional area of focus supplemental to a major. As with concentrations and majors, the certificate will be indicated on the student’s transcript.

1.1.3 Curriculum/Program Content

Five courses, 17-19 credits, are required, including:

- History 208.
- Four additional courses, chosen from the list below.
- Courses must be chosen from at least three different disciplines.
- At least two courses must be upper division.

Courses included in the certificate are:

AH 311 Studies in Renaissance Art
AH 312 Studies in Baroque Art

THEA 315 Shakespeare in Performance
THEA 399, 499 Shakespeare Practicum

ENGL 205 The English Renaissance
ENGL 226 Renaissance Literature in Translation
ENGL 309 Topics in Renaissance Literature
ENGL 310 Elizabethan and Jacobean Theatre
ENGL 312 Shakespeare
ENGL 316 Milton
ENGL 318 Major authors of the restoration period.
ENGL 319 The 18th C Novel
ENGL 254 Women’s Writing 1000 to 1660
ENGL 403c Seminar in a Major Author (Shakespeare)

HIST 109 History of Britain, 1066-1688
HIST 208 The History of early modern Europe, 1300-1789
HIST 261 Latin America: The Colonial Experience
HIST 311 The Reformation

HIST 414 Tudor-Stuart England
HIST 412 Louis XIV & Versailles
HIST 308 European Culture and Ideas in the Early Modern Period
HIST 309 Women in Early Modern Europe
HIST 358 African Slavery and the Americas

POSC 312 History of Political Thought
PHIL 251 Descartes to Kant

1.1.4 Learning Methodologies and Program Delivery

Teaching methods will include seminar, lecture, films & media, and supervised research. Online and traditional delivery will both be available for some courses. The Department of History will house the certificate, and will approve applications for completion. The Curriculum Working Group in Early Modern Studies will become the program committee overseeing the curriculum.

1.1.5 Admission and Transfer/Residency

New students should apply to the Arts Studies [program path](#). Students will be required to meet the admissions requirements for Arts Studies, as well as meet the pre-requisites for certificate courses. Students currently enrolled in post-secondary programs are required to meet only the course prerequisites. Students are encouraged to consider completion of this certificate early in their UFV program, in order to benefit early on from the meaningful, coherent cluster of knowledge and skills constructed via the certificate. Students may apply to graduate from this program at any time after completion of the requirements, or at the same time they graduate from a degree at UFV 50% residency (for courses counted toward the certificate) and a 2.33 cumulative GPA for courses counted toward the certificate are required.

1.1.6 Faculty

Faculty from Art History, Theatre, History, Philosophy/Political Science and English will be involved in developing and teaching the certificate. Current faculty include Aleksandra Idzior, Adrianna Bakos, Bruce Kirkley, Eric Davis, Ian Fenwick, Jill Bain, Jocelyn Coates, John Pitcher, Lisa Storozynsky, Melissa Walter, Tim Herron, Virginia Cooke.

1.1.7 Program Resources

We have excellent resources for this program, primarily in the form of interested and committed teaching faculty. The arts Advice Centre may need expanded resources to advise students. Library resources are adequate, as the program employs existing courses.

1.1.8 Program Consultation

Consultation has already taken place with the relevant faculty, and with the Dean of Arts. We have consulted with department heads as part of the pre-UPAC process.

1.1.9 Program Review and Assessment

As per UFV program review policy.

1.2 Originality, particularly in relationship to academic programs offered by other universities in British Columbia

While other universities do offer an undergraduate certificate in early modern studies (for example, Arizona State University does this), there is no other university in BC that offers an undergraduate certificate in early modern studies. UVic offers an MA in English with a concentration in medieval and early modern studies, and SFU offers an MA with a concentration in print culture. Students graduating with our certificate might wish to continue in these programs, or in other graduate programs, including museum studies. Or, they may proceed to programs in marketing or publishing, or directly into a workplace that uses their skills in writing and analysis. The offering fits with our mission to promote undergraduate inquiry-based learning and research, as it allows students to come at the early modern period from a variety of disciplines, thereby giving them the ability to think more creatively within that area.

It is an important time in early modern studies for a number of reasons, including a new global perspective and a broadening of what constitutes acceptable methodologies and evidence. Seeing the early modern period in a global context is changing our understanding of cultural events and artifacts, and new methodologies are being married to existing, ongoing scholarly debates, creating a new synergy between different disciplines that had not been in contact before, like biotechnology and history (with DNA testing reshaping the history of the Black Death), computing technology and early modern manuscript culture (with computer analysis of manuscripts and comparisons to online chatting), archaeology and theatre, philosophy and art history, and so forth. Such changes are refueling and adding new layers to old discussions, as well as opening up new topics for debate. We can participate in this work with our program.

1.3 Fit with faculty, school, and/or department priorities and stated goals in teaching and research

This program fits with the stated university goal of promoting inquiry-based learning and undergraduate research. It aligns with the research and teaching interests of the relevant faculty members.

1.4 Alignment with existing academic strengths

The early modern studies certificate is a natural outgrowth of the complementary interests and expertise of faculty in the relevant disciplines currently teaching at UFV in History, English, Theatre, Art History, and Philosophy.

1.5 Potential to foster and facilitate interdisciplinary and inter-institutional connections.

Faculty will meet to discuss program coherence and objectives. In line with the university's interest in promoting undergraduate research, the program could also host an undergraduate conference in early modern studies in future.

1.6 Potential to stimulate the development of centres of excellence in teaching and research.

The program will promote conversation among faculty and depth of knowledge among students, and therefore will stimulate excellence in teaching and research. It reflects existing excellence at early modern studies at our university and will be a magnet for drawing in more faculty and students, increasing the standing of UFV in the scholarly community. There is a vibrant national and international community of scholars in early modern studies, with many conferences, societies, and journals, and having an early modern studies certificate at UFV will increase our contact with this community.

2. Importance to the University

2.1 Relationship to the university's strategic directions and stated mission in teaching and research.

An early modern studies program fits with the aspirations of our institution, and with our stated mission of providing comprehensive, distinctive programming. The program will help to promote excellence in teaching and research by fostering interdisciplinary discussion among faculty and depth of knowledge among students. As we develop our local/global university, it is important to have a sense of placing ourselves in time, as well as in space.

Our current strategic plan includes an area in "citizenship and culture" and the statement that "increased awareness of what constitutes good citizenship is fostered by an explicit attention to its historical, political, cultural, gender and socio-economic dimensions." The early modern period is key to our understanding of who we are now in terms of citizenship and culture. With the development of the nation state, increased global interactions through trade and the beginnings of colonialism, print culture, mapping, increased literacy, philosophical and religious changes, and a new level of reflection about autobiography and the self, the early modern period has important points of contact for many aspects of the study of citizenship and culture. The early modern period is marked both by the development of the nation and by transnational movements, and this is one of the reasons why interdisciplinary study is so useful for the early modern period.

2.1.1 Fit with institution mandate and education plan.

2.2 Relevance to external communities

2.3 Potential to attract new students and faculty to the university.

Faculty with research interests in the early modern period will be attracted by the program. Students will be more likely to stay at UFV to finish their degree

2.4 Effects on current student patterns of enrolment within the university.

The program will likely increase enrolment in upper-division humanities courses, diminishing the numbers of students who transfer away from us to SFU or UBC.

2.5 Potential to interest students not previously attracted to the university or underrepresented in the university

It is important to offer meaningful access to studies in the humanities, whose usefulness for perspective on human affairs is unparalleled. The certificate helps to offer such meaningful access by showing students how to gain a coherent body of knowledge in early modern studies, an important area for studies in the humanities.

2.6 Potential to interest faculty not previously attracted to the university or underrepresented in the university.

Faculty with research interests in the early modern period and in the humanities more generally will be attracted by the existence of the certificate, as it shows in institutional commitment to studies in the humanities and suggests a sense of connection to the international community of scholars in this area.

2.7 Potential to offer research opportunities for students in the program.

Students in the program will have the opportunity to enroll in research seminars and to develop the kind of depth of knowledge that leads to meaningful humanities research. Faculty doing research in these areas will involve students in their research and foster independent student projects in these areas as much as possible.

2.8 Potential to generate research opportunities for faculty.

Upper level courses necessitate original work on the part of students. Supervising such original work on the part of students may facilitate faculty research. More immediately, the interdisciplinary nature of the certificate will bring faculty from different departments into closer conversation, promoting the exchange of ideas and enriching our research programs.

2.9 Prospective employment and/or post-graduate opportunities for students in the program.

Students seeking to go to graduate school in a related discipline (including, also, museum studies or education) will have useful preparation in early modern culture. The certificate will also demonstrate seriousness and intellectual commitment to prospective employers of graduates with a BA or other bachelor's degree, even where the field of employment is not directly related to early modern studies.

3. Implementation

3.1 Affordability in terms of the existing finances of the home academic unit (faculty, school, department).

The certificate consists entirely of existing courses.

3.1.1 Program Resources

Students will use the arts advising centre for advising. The Chair of the program committee or designate will sign off on graduates (cost free).

3.2 Ability of current faculty and staff to implement the new program within existing resources and facilities.

We do not anticipate requiring additional faculty or facilities in order to implement this program.

3.3 Estimates for both start-up and predicted on-going costs during the initial five years of implementation.

None.

3.3.1 New faculty and/or staff and strategies for their recruitment and retention

NA

3.3.2 New and/or redeveloped space/facilities

NA

3.3.3 New and/or redeveloped infrastructure facilities, such as equipment or furnishings

NA

3.3.4 Additional library acquisitions and information resources

NA

3.3.5 Additional instructional technology and software NA

3.3.6 Specialized training programs NA

3.3.7 Advertising and recruitment

We would need to include the option of the certificate on the relevant departmental websites, put up some posters, and be sure that the undergraduate advisors were aware of the certificate and its parameters.

3.3 Potential for new or off-setting revenue sources.

NA

3.4 Additional Program costs

NA

3.5 Strategies for student recruitment

Inform arts advisors of the program. Print posters (minimal cost).

3.7 Strategies for the provision of financial assistance.

Use strategies currently used for arts students.



PROGRAM PROPOSAL

BACHELOR OF ARTS IN GLOBAL DEVELOPMENT STUDIES

UNIVERSITY OF THE FRASER VALLEY

OCTOBER 1, 2010

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1. ACADEMIC MERIT

1.1. QUALITY IN TERMS OF ACCEPTED CRITERIA OF ACADEMIC, PROFESSIONAL AND/OR OCCUPATIONAL MERIT

1.1.1. DEGREE LEVEL STANDARD

(a) Depth and Breadth of Knowledge

The proposal is for a Bachelor of Arts in Global Development Studies with a degree level equivalent to a Major.

This will be a broadly interdisciplinary program with a dual focus, to equip students both with critical academic knowledge and with the skills and competencies to function effectively as professionals in global and local development capacities. Completion of this degree will qualify graduates for entry level positions in the development field, federal agencies such as DFAIT or CIDA, and will advance the careers of people now working in the field without formal credentials.

The program is modeled on existing related programs at other institutions across the country. It is unique in that it combines internships and skill-based courses with theory and knowledge based courses.

The curriculum is structured so as to give students:

- a sound basis in a range of essential skills (identified through faculty experience in development work and consultation with local development agencies),
- a solid grasp of the history and theory of development processes and an appreciation of current debates in development practice,
- an opportunity to develop skills and make contacts through a service learning (practicum/internship) component,
- the opportunity to complete a minor to facilitate transfer to graduate schools, or area of concentration to provide additional skills and knowledge in particular employment areas.

This is achieved through:

- a set of new program specific (GDS) core courses which will help to impart a global perspective on change and expose students to knowledge and ideas that are critical for people wishing to work in the field. Student cohorts will also help to build a sense of community among students in the program, which will begin to establish them as members of a network of development professionals.
- practical experience, essential for the long term success of graduates, which is integrated into the GDS core program through a mandatory (6-9 credits) and an elective (3 credit) service learning/internship course. All internships focus both on the acquisition of essential skills and on a critical analysis of development practice. It is expected that the elective lower level 3 credit internship will take place locally. The upper level internship may be an overseas placement (9 credits) or a local placement (6 credits). A language requirement will ensure that students have the requisite communication ability to perform well in overseas placements.

All GDS courses have been approved by the appropriate UFV Curriculum Working Group, Arts Faculty Curriculum Committee and by the Undergraduate Program Advisory Committee (UPAC). Appropriateness of the curriculum, learning outcomes, and standards are further ensured by UFV's program proposal and review process.

(b) Knowledge of Methodologies and Research

The GDS core curriculum (23 courses - 82 credits) includes courses from a wide range of disciplines, mostly in the Arts, including Business, Communications, Economics, Geography, Modern Languages, Political Science, Social Work, and Sociology. In this way, GDS students will be introduced to an unusually wide range of academic approaches to methodologies and research. The core curriculum also includes specific courses in statistics, and qualitative and quantitative research methods.

(c) Application of Knowledge

The GDS program is designed to train development practitioners. The curriculum is intended to teach a critical appreciation of an essential knowledge base and to develop necessary skills and competencies before honing them through one or more internships. During and after the internships, students have the opportunity for critical analysis of their experiences through seminar discussions and reflective assignments. Upon successful completion of the program students should be ready to work productively in entry level positions in local or international development agencies and other positions in NGOs, services organizations and government agencies that require similar knowledge and skill sets.

(d) Communication Skills

One of the principal competencies required for development work is superior skill in communication, often in a cross cultural context. To this end, the curriculum includes courses in written communication, intercultural communication, modern languages, management skills, public relations, instructional skills and grant and proposal writing. Students may also enroll in related communication-oriented courses such as courses in documentary film and photography.

(e) Awareness of Limits of Knowledge

One of the most profound barriers to successful development work is a failure to recognize the limits of one's own knowledge and that of others. The ability to achieve a reasonable balance between humility, respect and rational appraisal comes only with considerable experience. The GDS program will aid students to develop this sense by teaching them about the theory and history of development efforts (including successes and failures); by encouraging them to engage in debates about current development issues; by giving them opportunities through internships to practice what they are learning; by urging them to reflect critically on their own experiences.

(f) Professional Capacity/Autonomy

The GDS program will educate students with the knowledge and skills required to function as trained professionals in development agencies. Successful graduates will have a critical understanding of intentional and immanent development processes. They will have skills in research, analysis, communication, and management. In particular, those destined to occupy leadership positions will have come to understand the collaborative nature of development work through this program.

1.1.2. CREDENTIAL RECOGNITION AND NOMENCLATURE

The Bachelor of Arts in Global Development Studies is a minimum 120 credit program of university study through which students will acquire theoretical knowledge and understanding, relevant skills and practical experience in the field of international and community development.

There is no employer, occupational, professional or regulatory body that recognizes or certifies credentials in Global, International, or Community Development Studies. However, UFV does belong to the Canadian Consortium of University Programs in International Development Studies (CCUPIDS), which has reviewed and approved an earlier version of this proposal (then identified as a Major in International and Community Development Studies).

According to CCUPIDS, there are 21 Canadian institutions with undergraduate programs in IDS or related areas.¹ To their list we would add four more programs with related content. Of the 25 institutions, 10 have programs in "International Development Studies," two have programs in "Global Development Studies," two offer "Development Studies," and six contain similar foci within "International Studies" or "Global Studies" programs. Some of these incorporate modifiers like "collaborative," "comparative," or "interdisciplinary." The remainder (some institutions have more than one program) make use of similar names. All programs employ one or more of the key terms, "Global," "Globalization," "International," or "Development." Regardless of the precise name, the content of these programs is well understood and graduates have enjoyed success in finding employment or going on to further degrees.

Nomenclature is sometimes hotly discussed within the field. Global Development Studies (GDS) is a more recent term, intended to signify the ubiquity and interconnectedness of development processes and interventions. There are programs named Global Development Studies at Queen's University, University of Western Ontario, University of Alberta - Augustana, Aalborg University (Denmark), University of Puget Sound, Seattle Pacific University, and the University of Gothenburg (Sweden) among others.

Most courses within the curriculum are pre-existing undergraduate courses within the Arts and Sciences along with a few appropriate courses drawn from specialty areas such as Social Work. Some new courses have been specifically designed for the GDS program. All courses have gone, or will go, through the normal processes for course approval at UFV and, where appropriate, through the BCCAT process for transfer credit approval.

Drafts of this proposal have been distributed to international organizations in the province for their review. The proposal has been met with general support. Information and requests for input have also been solicited from transfer programs at Capilano University, Columbia Bible College, and Selkirk College. Potential employers have also been very supportive (see Appendix 7).

¹<http://www.idsnet.org/programs.html> See Appendix 1.

1.1.3. CURRICULUM AND PROGRAM CONTENT

The proposed degree is a standalone BA in Global Development Studies. It is an interdisciplinary program drawing on a wide range of disciplines, mostly from the Arts and Sciences. The BA in GDS is set at the bachelor level and requires a minimum of 120 undergraduate credits. The curriculum follows a basic pattern employed by other development studies programs, most notably the Collaborative International Development Studies (CIDS) program at the University of Guelph. In the course of their studies, students must complete the general requirements (breadth, writing, reasoning, lab science, humanities and social science requirements) for the UFV Bachelor of Arts degree. Most of these will be fulfilled by completing the courses in the GDS core curriculum. Others may be fulfilled through elective courses.

The curriculum as laid out below is structured so as to give students:

- a sound basis in a range of essential skills (identified through consultation with local development agencies)²,
- a solid grasp of the history and theory of development processes and an appreciation of current debates in development practice,
- an opportunity to develop skills and make contacts through a service learning (internship) component,
- an opportunity to develop focused disciplinary knowledge and skills by fulfilling requirements for a minor.

A set of program specific core courses will help to impart a global perspective to a group of students who have chosen this as a central concern. Such a perspective is implicit in most of the elective courses for the program, but in these core courses it would be made explicit and become the subject of intense debate. The core program will expose students to knowledge and ideas that are critical for people wishing to work in the field. It will also help to build a sense of community among students in the program, which will facilitate student- organized international and community development activities at UFV.

Practical experience, either overseas or local, depending on the student's focus, is essential, both for the credibility of the degree and the long term success of graduates. This is integrated into the GDS core program through a compulsory service learning/ internship course (6 or 9 credits depending on location - in Canada or overseas). Additional opportunities for students to gain academic credit for experiential learning will be made available through the creation of further GDS practicum courses which could be taken as electives. In some cases, these might be used to recognize and develop a critical understanding of prior experience (e.g. faith-based missions or Canada World Youth exchanges). It should be noted that overseas practica in non-English speaking countries may require the prior acquisition of at least an intermediate level of fluency in a relevant language.

Concentrations and Minors and Extended Minors

The curriculum for the degree has been designed to allow sufficient space for students to complete a minor. A minor or extended minor is encouraged but not required. This option is of particular importance to students who want to enter an international development graduate program that requires students to be first accepted into a

²The list of skills and knowledge that the curriculum is designed to impart can be found in Appendix 2.

single discipline department, such as the University of Guelph. Any minor or extended minor offered by UFV may be combined with the GDS degree.

However, there are many students who wish to focus their studies within an interdisciplinary concentration rather than a minor. In many cases around the world, initial opportunities for graduates of development programs are becoming more specialized and demanding of specific skill sets. Concentrations would enable students to develop these specialized knowledge bases and skill sets that may not exist within the structure of traditional minors.

Once the Global Development Studies program has been established with stable levels of enrolment, the Curriculum Working Group expects to develop multiple concentrations that will guide students with specific interests and make the most of the expertise of faculty at UFV. Some examples of potential concentrations are: Peace, Justice and Security; Gender and Development; and Environment and Planning. Appendix 3 provides examples of how concentrations may be structured in future.

Language Requirement

It is clear that international career opportunities will be greatly enhanced by the acquisition of competency in additional languages. Even students who expect to work only within Canada will find their opportunities enhanced if they can speak a second or third language. Those planning to enter the Canadian civil service will need to have French as well. For this reason, the curriculum normally requires the completion of 12 credits in a modern language, which is understood to be the minimum level of competency to work in a second language. Students are encouraged to complete their language studies during the first two years of study so as to be prepared for an overseas practicum (GDS 311) which should be undertaken prior to the student's last semester.

The language requirement may be waived for students who are able to demonstrate that they already possess at least intermediate competence in a language other than English; less than intermediate competence may yield a partial exemption.

General BA requirements

In the course of their studies, students must complete the general requirements (breadth, writing, reasoning, lab science, humanities and social science requirements) for the UFV Bachelor of Arts degree. Most of these will be fulfilled by completing the courses in the GDS core curriculum. Others may be fulfilled by elective courses.

Curriculum Grid

Required courses for the program are set out below. See the calendar for general BA requirements. Students are not required to take courses in the order outlined in the curriculum grid.

Semester I		Semester II	
Skill (3) One of:	CMNS 155: Introduction to Workplace and Academic Communication, Or English 105: Reading & Writing of Prose	Skill (3)	CMNS 180: Intercultural Communication Or VA 180 Digital Photography
Knowledge (3)	GDS 100: A World of Development	Knowledge (3) One of:	ECON 100: Principles of Microeconomics Or ECON 101: Principles of Macroeconomics
Language (3) ³	Modern Language	Language (3)	Modern Language
Statistics (4) One of	MATH 104: Introductory Statistics or MATH 106: Statistics I or PSYC 110: Statistical Analysis in Psychology	Knowledge (3) One of:	POSC 190: International Relations POSC 230: Comparative Politics ⁴
Elective (3) ⁵		Elective (3)	
Total: 16 credits		Total: 15 credits	

Semester III		Semester IV	
Skill (3) One of:	BUS 100: Introduction to Business Or BUS 204: Introduction to Non-Profit Management	Skill (3) One of:	CMNS 212: Public Relations and Advocacy Or CMNS 251: Professional Report Writing
Knowledge (3)	GDS/SOC 250: Sociology of Development	Skill (3) One of:	SOC 255: Introduction to Social Research ⁶ GEOG 253: Introduction to Geographic Information Systems CRIM 220: Research Methods in Criminology
Language (3)	Modern Language	Language (3)	Modern Language
Elective (3)		Elective (3)	
Elective (3)		Elective (3)	
Total: 15 credits		Total: 15 credits	

³ All 12 credits must be in one language. Some students may be partially or entirely exempted from the language requirement. (see "Language Requirement," Page 5). Such students must use the freed credits to take additional electives.

⁴ The prerequisites for POSC 230 are being removed.

⁵ Students must ensure that they take the required prerequisites for upper level courses in their chosen minors.

⁶ Sociology has agreed that GDS 100 will satisfy prerequisite requirement.

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Semester V		Semester VI	
Skill (4) One of:	<ul style="list-style-type: none"> • SOC 355: Quantitative Research Methods • CRIM 320: Quantitative Research Techniques • GEOG 352: Explanation in Geography: Quantitative Methods • SOC 356: Qualitative Research Methods 	Skill (3) One of:	<ul style="list-style-type: none"> • CMNS 445: Facilitation Skills for Professionals⁷ • Or CMNS 365: Grant and Proposal Writing • Or CMNS 360: Advocacy Writing
Knowledge (4)	• GDS/SOC 363: Processes of Development and Underdevelopment	Knowledge (4)	• GDS/GEOG 340: Geographies of Poverty & Development
Elective (4)		Elective (4)	
Elective (4)		Elective (4)	
Total: 16 credits		Total: 15 credits	

Semester VII		Semester VIII	
Skill (3)	SOWK 380: Community Development (3) ⁸	Knowledge (4)	GDS 400: Global Development Seminar
Knowledge (4)	ECON 398: Development Economics	Elective (4)	
Internship (9) One of:	<ul style="list-style-type: none"> • GDS 311: (9 credits) or • GDS 310: (6 credits) plus 3 elective credits <i>Either GDS310 or GDS311 must be completed by every student prior to Final Semester</i>	Elective (4)	
		Elective (4)	
Total: 16 credits		Total: 16 credits	

Total Lower Level: minimum of 60 credits
Total Upper level: minimum of 60 credits
Total Program credits: minimum of 120 credits
Depending on electives chosen, students may have to complete more than the minimum number of credits.

⁷ CMNS 235: Oral Communications is a prerequisite for CMNS 445. Public speaking ability is a valued skill for Development Professionals.

⁸ Prerequisites for SOWK will be waived for GDS students.

New Courses

(Proposed outlines for new courses are attached in Appendix 4.)

The core curriculum requires three new courses to be launched, including:

- GDS 100: A World of Development
- GDS 210 Local Development Practicum
- GDS 400: Global Development Seminar

Two new courses have already been approved by UPAC and are in the calendar:

- GDS 310: Global Developments Studies: Canada Internship
- GDS 311: Global Development Studies: International Internship

One of these, GDS 311, has already been completed by a number of students.

Important new elective courses to be developed by participating disciplines as the program develops and enrolments expand:

- CRIM 225: Peace, Justice, Security and Development
- GDS 235: Gender and Development
- GEOG 361: International Planning and Development

Use of Existing Courses

Several departments at UFV already offer courses with a focus on development. We propose to cross list several of these courses to augment the GDS core curriculum. These include:

- SOC 250: Sociology of Development -- The Third World Experience
- SOC 363: Processes of Development and Under-Development
- GEOG 340: Geographies of Poverty & Development

Other existing courses will be adopted into the core curriculum without cross listing.

Some courses like:

- SOC 463: Special Topics in Development Studies will also be cross listed and will be available to students as electives.

1.1.4. LEARNING METHODOLOGIES/PROGRAM DELIVERY

Two principal sets of learning methodologies are anticipated. The first is standard university delivery of courses, including seminars, workshops, online courses and the traditional classroom setting. This will account for the largest part of the credit requirements for the program. Indeed the majority of the courses are already being delivered in this fashion and many of the new courses will follow suit.

The second learning methodology is employed in the service learning/internship component of the program (an optional lower level course, GDS 210, and a mandatory upper level course, GDS 310 or GDS 311). Each of these courses is preceded by other courses intended to impart the knowledge and skills that will be put into practice in the applied courses. The internships themselves will include opportunities for analysis through periodic seminars and a final report.

Overseas placements will incorporate this analytical element through a structured field journal, a final report and, when possible, online discussion groups. The whole program experience is brought together in a capstone course, GDS 400, in which students see how the different topics integrate and synthesize what they have studied in the pursuit of development as well as analyzing and comparing their disparate field experiences.

A number of UFV programs (including Social Work, Early Childhood Education, Criminal Justice and History) already include a practicum component. We have drawn on their experience in designing the GDS internships. We already have some experience with overseas work placements, particularly through the AUCC's Students for Development Internships, and have placed students in Costa Rica, Kenya, Uganda, Zambia and India. For the first time, in 2009, these students received credit for their work through GDS internship courses.

1.1.5. ADMISSION AND TRANSFER/RESIDENCY

Admission Requirements:

The BA in GDS will adopt the same entrance requirements that are in place for the Bachelor of Arts degree at UFV:

Option 1: High school (for students with high school graduation only)

1. B.C. Secondary school graduation or equivalent, **and**
2. A minimum of a B average in English 12 and two other grade 12 courses that offer a provincial exam (mandatory or optional), or the prerequisite for ENGL 105 and a B average in three provincially examinable grade 12 courses.

Out-of-province applicants

Students will be considered on the basis of courses equivalent to BC grade 12 courses that offer provincial exams. See the [Admissions section](#) of the calendar for more information on equivalents to BC secondary school graduation.

Out-of-country applicants

Students who have BC secondary school graduation equivalency, meet the prerequisite for ENGL 105 or CMNS 155, and have completed an equivalent average of B (equated to the UFV grading system) in three academic grade 12 subjects will be admissible.

Alternatives to high school graduation

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

Option 2: University entrance (For students who have attended some post-secondary school)

- Completion of a minimum of 30 Arts/Science university-level credits with a cumulative GPA of 2.33 on all credits attempted, or
- Completion of a minimum of nine Arts/Science university-level credits with a GPA of 3.0 or better on all university-level credits attempted, or
- A B.C. Associate of Arts degree or UFV diploma in Liberal Arts, Visual Arts or Theatre. Students must achieve an average overall grade of C (cumulative GPA of 2.0) calculated on all courses that could apply towards the diploma or Associate degree.

1. Prerequisite for [ENGL 105](#) or [CMNS 155](#) and one of the following alternatives:

2. Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a cumulative GPA of 2.33 on all credits attempted.

or

Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a GPA of 3.0 or better on all credits attempted.

or

A BC Associate of Arts degree or UFV diploma in Liberal Arts, Visual Arts, or Theatre, with an average overall grade of C, with a cumulative GPA of 2.0, calculated on all courses that could apply towards the diploma or Associate degree.

or

Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution, with a minimum cumulative GPA of 2.5 (equated to the UFV grading scheme), calculated on all courses taken. **Note: Students should be aware that all courses taken in the diploma may not apply to the Bachelor of Arts degree.**

or

Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.0 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by the subsequent degree policy. Students may be admitted to, and be permitted to complete, a subsequent degree only if it is in a significantly different area. Subsequent degree applicants must submit a letter of intent, outlining the honours, extended minors, or minors they wish to pursue and the reason for completing a BA degree.

Note: Subsequent Degree - All BA general requirements (see BA general requirements) and discipline requirements (see individual disciplines) must be completed as part of the subsequent degree. No more than 75 percent of the credits required for the subsequent Bachelor of Arts degree may be applied from any previous degree. A minimum of 30 upper-level credits must be completed at UFV.

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

Option 3: Combined post-secondary/high school admission

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have a cumulative GPA of at least 2.33 on all post-secondary courses attempted, may be considered for admission based on high school requirements.

Admission for students currently attending a post-secondary institution will be conditional upon maintaining a cumulative GPA of 2.33 or better in their post-secondary studies prior to their start date in the Bachelor of Arts. Students attending a post-secondary institution other than UFV are required to submit an official transcript showing final grades by May 2 for fall semester, and by October 2 for winter semester. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details. Students who do not meet these requirements might consider the [Arts Studies program path](#).

Applicants must satisfy the English language policy. For details on how this requirement may be met, see [English language policy 340.29](#).

Transfer Credit

Transfer credits will be evaluated based on existing BCCAT agreements and in accordance with UFV's Transfer Credit Policy 350.07 (http://www.ufv.ca/_shared/assets/35019079.pdf). The program will form a standing committee for the evaluation of transfer credit in situations where we have not previously granted transfer credit for Global Development courses. We plan to negotiate block transfer arrangements with related programs at other institutions (specifically, at this time, Global Stewardship at Capilano University and Peace Studies at Selkirk College) so that their 2 year Associate of Arts graduates can transfer directly into upper level studies in GDS at UFV.

Prior Learning Assessment and Recognition (PLAR)

In addition to transfer credit, GDS will develop mechanisms for recognizing and integrating relevant prior learning accomplished outside the framework of institutional post-secondary studies. In particular, we are inclined to give credit for prior paid or volunteer development work experience, provided that we can ensure that a critical, analytical and reflective process has either already taken place or that we can add this component. UFV's Prior Learning Assessment and Recognition Policy 340.23 (http://www.ufv.ca/_shared/assets/3402389.pdf) and Portfolio Assessment Policy 340.27 (http://www.ufv.ca/_shared/assets/3402393.pdf) will apply to this program.

Residency Requirements

Students must meet UFV's residency requirement set by UFV Policy 340.26, which is that at least 25% of the required credits for the credential must have been completed at UFV. (http://www.ufv.ca/_shared/assets/34014549.pdf)

1.1.6. FACULTY

GDS is a broadly interdisciplinary program. Its core curriculum draws on courses regularly offered by 12 departments, including Communications, English, Modern Languages, Mathematics, Economics, Political Science, Business, Sociology, Social Cultural and Media Studies, Criminology, Geography and Social Work. All of these courses are taught by faculty who meet UFV's established standards for teaching and research. The Curriculum Working Group for this program consists of people with particular expertise in Global Development Studies, and their expertise has been supplemented by external consultations.

The GDS program will require the introduction of 3 new courses (GDS 100, 210 & 400), one of which (GDS 100) will be introduced immediately. GDS 100, will introduce students to the broad field of GDS, and will feature guest lecturers from several of the disciplines involved in the program. This course will normally be instructed by the Program Coordinator.

At first, internships will continue to be taught as independent studies courses. An Internship Coordinator position will be phased in over the first five years of the program to match enrolment increases. See implementation schedules in 3.1.1 and 3.3.

GDS 400 can be handled in the short term as a Directed Independent Studies course, but will require an additional section by year three.

It is anticipated that the Political Science Department will hire an international relations specialist in the near future, and this new faculty position will help to expand the possibilities for GDS students. The program also requires growth over time in the area of gender and development, and the Curriculum Working Group recommends that obtaining such expertise be a priority for the hiring in one of the social sciences in the near future.

Other resources required to mount the program are outlined in section 1.1.7.

Qualifications Required of Faculty

Ideally, faculty who teach in this program will have two spheres of expertise, an academic discipline and applied experience in the field of global development. This is already the case for many of the faculty teaching courses in the core curriculum. As the internationalization of the university continues, and there are more opportunities to gain applied development experience, more faculty members will have this expertise.

Minimum criteria for new positions will be:

- A PhD with an international development focus or an equivalent combination of higher degree and expertise.
- Experience in development research and/or practice.
- Evidence of successful postsecondary teaching experience.

1.1.7. PROGRAM RESOURCES

(a) Resources Required to Mount this Program

i. Library resources

The Library Impact Assessment from April 2010 indicated that the library's holdings were sufficient to support the GDS program (Appendix 5). A plan for future library acquisitions is outlined in Appendix 6.

ii. Computers and computer access

It is anticipated that GDS students will make moderate use of UFV's computing and media services facilities. Existing computer labs and support will be sufficient for most aspects of program implementation. Some assistance from Information Technology Services (ITS) might be helpful in facilitating communications and online seminars with students in overseas internships.

iii. Classrooms, laboratories and equipment

There are existing spaces on campus for students to gather, including the current space for the Global Studies Institute, the Geography students' resource room, and the Centre for Social Research (Kipp Centre). Students will be encouraged to participate in programs offered by International Education.

iv. Existing and shared resources at the institution or at other institutions

The Internship Coordinator will work with the Career Centre, UFV International, the GDI, and Admissions and Records to ensure that internships meet the program requirements, university credit transfer requirements, and all relevant university policy, prior to placement.

v. Additional resources that will be required to offer this program

The program will need an operating budget, including funds allocated for international travel for the management of internships. There are specific academic outcomes associated with internships and each placement will require oversight and evaluation. Therefore, the most significant demand on resources will be those associated with internship management. A significant portion of these funds could be derived from the tuition income from internship courses.

In addition, two section releases a year will be required for program coordination. One section a year will be required for the instruction of GDS 100, which will normally be taught by the program coordinator. Administrative assistance will be required, starting at a 33% position in the start-up year, and expanding to a 50% position in year three. Academic advising will also be required, and the Curriculum Working Group has recommended that this advising be provided by the Arts Advice Centre initially, with the provision that the resources of the Centre be expanded by year two by a 50% position to handle the additional work. A section of GDS 400 will be required starting in year three. The internship courses (GDS 210, 310 & 311) may be run as Directed Independent Studies for the first year and then transferred to an Internship Coordinator over the next 3 years.

1.1.8. PROGRAM CONSULTATION

This proposal has been under development for several years. An earlier Expression of Interest (16 June, 2006) was circulated to about 125 members of the UFV community. Numerous responses were received, all positive. Recommendations received during the consultation process led to extensive revisions of the initial proposal. Portions of the current proposal have been circulated to involved departments. All responses so far have been positive. Comments guided (mostly minor) revisions to the proposal. For student survey data see Appendix 8. External consultations have included:

- Wayne Bremner, Mennonite Central Committee
- John Gabor, Catholic Organization for Development and Peace
- Dave Blundell, Hungry for Life
- *(Bremner, Gabor and Blundell agreed to participate on a community advisory board if one is struck.)*
- Barbara Wood, Executive Director, CoDevelopment Canada
- Joe Knockaert, CIDA
- Gerry Cameron, Canadian Crossroads International
- Cam Sylvester, Program Coordinator, Global Stewardship Program, Capilano College
- Linda Wilkinson, Peace Studies, Selkirk College
- Member institutions of the Canadian Consortium of University Programs in International Development Studies (CCUPIDS)

All those contacted have expressed support for the program. Representatives of the 2-year programs at Selkirk College, Columbia Bible College and Capilano College indicated an interest in articulation so as to facilitate student transfer to UFV. The consultation with development agency representatives was particularly useful in defining the kinds of skills and knowledge that we should teach our students to enhance their employability. These have been incorporated into the program's core courses.

In March 2009, a meeting was held with local non-governmental organizations in the Lower Mainland working in the area of global development. The guest list included representatives of:

- Mennonite Central Committee
- Catholic Organization for Development and Peace
- Hungry for Life
- Rotary Club
- Co-Development Canada
- Oxfam Canada
- Summit Pacific College
- Nexus Canada
- Harmony Society
- Canadian Crossroads International
- Canadian Harambee Education Society
- Canadian Food for the Hungry
- UFV Students for Sustainability

All attendees expressed support for the program. They confirmed that their organizations need employees who have the skills sets, knowledge, and experience that graduates from the GDS program will have.

See Appendix 7 for letters of support for this program.

1.1.9. PROGRAM REVIEW AND ASSESSMENT

At UFV, programs periodically undergo a comprehensive review to ensure departmental relevance and responsiveness to student needs while individual courses are reviewed every four (4) years to ensure they remain current. The proposed BA - Global Development Studies and courses would be subject to both evaluation procedures. Initial program approval is governed by UFV Program and Course Approval Policy 110.29 (http://www.ufv.ca/_shared/assets/11010249.pdf). Program assessment and review will be conducted according to UFV Academic Program and Unit Review Policy 210.15 (http://www.ufv.ca/_shared/assets/21019221.pdf).

1.2. ORIGINALITY, PARTICULARLY IN RELATIONSHIP TO ACADEMIC PROGRAMS OFFERED BY OTHER UNIVERSITIES IN BRITISH COLUMBIA:

The program is modeled on existing related programs at other institutions across the country. It is unique in that it incorporates internship and skill-based courses (See Appendix 1).

1.2.1. VERIFY THAT THERE IS NO UNNECESSARY DUPLICATION WITH EXISTING PROGRAMS AT UFV AND OTHER INSTITUTIONS

There is no other four year undergraduate program in British Columbia (nor, we believe, in Canada) that offers the same combination of critical knowledge and applied skills in the area of Global Development as will the UFV GDS Program. The UFV program will include:

- language competence
- a core of critical knowledge of global development processes
- training in essential skills for development work
- practical experience in global and community development
- the opportunity to pursue a minor or concentration.

Other programs in BC contain some of these elements; none require all of them. The following chart summarizes British Columbia programs in international studies, international relations, global studies, etc:

Institution	Program Name	Credential	Internship	Special Features
Capilano University	Global Stewardship	Associate of Arts Degree	Yes*	*Volunteer placement at non profit society -Opportunity for AA grads to transfer into BA program
Selkirk College	Liberal Arts Diploma/ Associate of Arts Degree in Peace Studies	Diploma/ Associate of Arts Degree	Yes*	*AA and Diploma include directed academic research and/or a service learning component (Unclear whether this involves an internship and/or volunteer placement) -Opportunity for Diploma/AA grads to transfer into BA program
Vancouver Island University	Global Studies	BA- Major or Minor	Yes	-Language studies delivered overseas -Optional work study abroad -Concentrations permitted
UBC at Okanagan	International Relations	BA Major	No	-Liberal Arts focus -Students are encouraged to study and travel abroad as part of their BA major requirements
UNBC	International Studies	BA, BA Honours, minor	No	-Foreign language training (12 credits required) and study abroad experiences are incorporated into the program
SFU	International Studies	BA Major	Yes*	*"internship" is studying at a field school -Two language courses required
Trinity Western	International Studies	BA, BA Honours	Yes*	*Students must practically apply their studies through either a Trinity Western travel study course, a CCCU study abroad semester, or a semester at the Laurentian Leadership Centre or Lithuania Christian College -Four tracks offered: International Affairs and Global Policy, International Development and Cultural Change, International Political Economy, Linguistics and TESOL

Additionally, UBC offers a non-degree extension program, an International Development Certificate.
<http://cic.cstudies.ubc.ca/cid/index.html>

The only 'close match' for the program is at Vancouver Island University which offers a major or minor in Global Studies. However, there are clear differences between the two programs. Chief among these are the UFV requirements of practical experience through an internship; courses in research methods; and skill development courses in communications (grant and proposal writing, instructional skills, intercultural communication), non-profit management, and community development.

Duplication with Existing Programs at UFV

The BA in Global Development Studies does not duplicate any existing programs at UFV. While the GDS program draws on many existing courses, their arrangement and combination with new curricular elements creates a unique offering of demonstrated appeal to students.

1.3. FIT WITH FACULTY, SCHOOL, AND/OR DEPARTMENTAL PRIORITIES AND STATED GOALS IN TEACHING AND RESEARCH

One of the strategic priorities identified in the 2009-2011 Education Plan for UFV is Internationalization. The BA in Global Development Studies is specifically identified as one of the measures that will help to achieve this goal.

The BA in Global Development Studies will also contribute to success in the Plan's first strategic priority, "student recruitment, retention and success." The level of student interest in Global Development Studies is well demonstrated by the surveys that have been conducted at UFV. Each year, we lose some students because we do not have a degree that they can pursue in this area.

The Faculty of Arts 2009-2011 Education Plan identifies the BA in Global Development Studies as an "interdisciplinary initiative ... to promote innovative problem solving and unique program delivery" and allocates resources for its implementation.

1.4. ALIGNMENT WITH EXISTING ACADEMIC STRENGTHS

The BA in Global Development Studies is a natural growth from the existing Associate of Arts degree in International and Development Studies. It relies on expertise in the Departments of Social Cultural and Media Studies, Geography, Economics, Communications, Political Science, and other departments as well as among the individual faculty members associated with the UFV Global Studies Institute.

1.5. POTENTIAL TO FOSTER AND FACILITATE INTERDISCIPLINARY AND INTER-INSTITUTIONAL CONNECTIONS

Interdisciplinary Connections

Global Development Studies is an interdisciplinary program drawing on the strengths of 11 established disciplines for its core curriculum. Several of the core courses have been taught for many years as part of the Associate of Arts

in International and Development Studies. New courses have been specifically designed for the GDS degree program.

The GDS program will foster inter-institutional connections with related programs in British Columbia and across Canada and internationally as we collaborate in order to better serve our students through articulation, laddering, curriculum development and overseas opportunities.

At a local level, this program will bring community-based development agencies into a closer relationship with UFV. In a focus group held at the University over a dozen local organizations voiced support for the program, particularly for the integrated curriculum that ensures students leave this program with strong applied skills, critical knowledge, and practical experience. Many of the organizations have expressed a desire to continue a close relationship with the program, both for the training opportunities it offers and for its potential to become a network hub for development organizations in the region.

Nationally and internationally, GDS fosters connections with development agencies in Canada and in other countries. We work with AUCC, CIDA and a large number of overseas agencies to provide internship opportunities for our students. Faculty are already engaged in several international development projects.

1.6. POTENTIAL TO STIMULATE THE DEVELOPMENT OF CENTRES OF EXCELLENCE IN TEACHING AND RESEARCH

The addition of a program in Global Development Studies at UFV will introduce new possibilities for teaching and research excellence.

A recent survey of UFV faculty and staff found that a large number of them have significant international experience, expertise and interest. Currently, there are few channels at UFV through which this capacity can be exercised. GDS is a natural place to draw together this pool of talent and give it opportunities for expression. We will involve these employees in identifying and supervising additional overseas placements for students which will generate international development and research projects in which UFV students can become involved.

The degree in Global Development Studies and the Global Development Institute are growing centres of excellence in the area of applied global development work, linking UFV to development agencies around the world and initiating international opportunities for our students, faculty and staff.

2. IMPORTANCE TO THE UNIVERSITY

2.1. RELATIONSHIP TO THE UNIVERSITY'S STRATEGIC DIRECTIONS AND STATED MISSION IN TEACHING AND RESEARCH

The BA in Global Development Studies will contribute to these objectives identified in the Feb 12, 2010 draft of the UFV Strategic Plan:

- The university will offer degree, diploma, certificate and apprenticeship programs that:
 - develop the critical, practical, and leadership abilities that students require for employment, entrepreneurship, further education, and responsible citizenship—both locally and globally;
 - engage students actively in their education through opportunities for practical experience, research, problem-solving, and creative work
- The University will provide an environment that:
 - embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views;
- The University will:
 - establish formal relationships with the Fraser Valley communities that ensure mutual understanding of the goals and priorities of each and promote and support collaboration on common goals;
 - partner with the community in cultivating international awareness and understanding, bringing the world to the Fraser Valley and the Fraser Valley to the world;
 - give priority to educational programs, co-op placements, practica, and service learning opportunities for students that benefit the citizens of the Fraser Valley;
 - partner with members of the community to ensure socially and environmentally responsible economic development;
 - partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities;

The BA in Global Development Studies is a program designed to prepare students for careers and further studies in international development. It will do so by adding opportunities for practical experience through local and overseas service learning internships to a base of knowledge and practical skills. To achieve this, GDS will cooperate with regional and global development agencies dedicated to socially and environmentally responsible and sustainable socio-economic development. GDS will increase diversity and cross-cultural exchange at UFV as it attracts international students and scholars. The program could be combined with Indigenous studies courses to prepare students for careers in Indigenous community development.

2.1.1. FIT WITH INSTITUTION MANDATE AND EDUCATION PLAN

One of the strategic priorities identified in the 2009-2011 Education Plan for UFV is Internationalization. The BA in Global Development Studies is specifically identified as one of the measures that will help to achieve this goal.

The BA in Global Development Studies will also contribute to success in the Plan's first strategic priority, "student recruitment, retention and success." The level of student interest in Global Development Studies is well demonstrated by the surveys that have been conducted at UFV. Each year, we lose some students because we do not have a degree that they can pursue in this area.

The Faculty of Arts 2009-2011 Education Plan identifies the BA in Global Development Studies as an "interdisciplinary initiative ... to promote innovative problem solving and unique program delivery" and allocates resources for its implementation.

2.2. RELEVANCE TO EXTERNAL COMMUNITIES (REGIONAL, PROVINCIAL, NATIONAL AND INTERNATIONAL) STRATEGIC NEEDS AND ASPIRATIONS

Consultations with development organizations located in the Fraser Valley have indicated that a BA in Global Development Studies could provide these organizations with needed personnel possessing theoretical knowledge and understanding, applied skill sets, and practical experience. Additionally, this program was recognized as having the potential to offer professional development opportunities to existing workers who do not now have formal credentials.

Letters of support from the following individuals and organizations can be found in Appendix 7.

- Dave Blundell, Executive Director, Hungry For Life International, Chilliwack
- Melissa Kendzierski, Students for Sustainability, UFV
- Ed Fast, Member of Parliament, Abbotsford
- Wayne Bremner, Executive Director, Mennonite Central Committee, BC
- Doug Harder, Pastor of International Mission, South Abbotsford Church

2.3. POTENTIAL TO ATTRACT NEW STUDENTS AND FACULTY TO THE UNIVERSITY

The Fraser Valley has a multi-ethnic community with a strong tradition of faith-based missions and secular international engagement. Correspondingly, there is a high level of interest in international and community development according to the student surveys that have been conducted at UFV (see Appendix 5). By offering a program in GDS we can offer students a credential that is more closely aligned with their career goals. Further, as this program will be unique in the province and in Canada in its combination of theory and practice, it will attract a substantial number of applicants from outside UFV's catchment area.

There are already established two year Associate of Arts programs in International and Development Studies at UFV, Peace Studies at Selkirk College, and Global Stewardship at Capilano College, as well as a two year certificate in Intercultural Studies at Columbia Bible College. A BA in Global Development Studies would offer these students a way of completing a 4-year degree in a substantially related area.

The international internship component of the program will strengthen UFV's ties with overseas communities, increasing the potential for international student recruitment.

The current design of the GDS curriculum takes into account the present financial position of the university. It utilizes courses that already exist and minimizes new staffing. So in the short term, GDS would not attract significant numbers of new faculty to the university. However, as an interdisciplinary initiative, GDS will intensify the international involvement of departments across the university. Many prospective faculty members will find this to be an attractive element of their employment at UFV as it could facilitate their international research and allow them to involve students in it.

2.4. EFFECTS ON CURRENT STUDENT PATTERNS OF ENROLMENT WITHIN THE UNIVERSITY

It is reasonable to assume a minimum annual intake at first year of 20 students, with the number rising to 25 in the second year and 30 in the third year. If this proves correct, at the end of four years, we would have over 100 students in the program. Attrition during the first two years is likely to be balanced by third year transfers from two year programs at other institutions.

This projection is based on the numerous inquiries we receive each year from students who would like to prepare themselves for a career in international development. This is corroborated by the results of student surveys conducted in 2006 & 2009 and focus groups with UFV students in 2009. In 2006, close to half (46.8%) of the 481 students surveyed were interested in applying for a GDS program. 67.6% of students were interested in elective courses in this area. In March 2009, 117 students were surveyed. Of these, 62.4% were interested in a BA degree with a major in GDS. 85.5% were interested in elective courses in GDS. At the focus groups, it was confirmed that there were at least 20 students who were interested in enrolling in a GDS program immediately. (The survey results are presented in Appendix 8.)

In a September 2009 survey of 33 students in a Sociology 250: Sociology of Development class, 27 responded positively to the question, "Would you be interested in enrolling in a program in Global Development Studies?"

There is widespread student activism at UFV in areas related to GDS. This is expressed through student organizations like Students for Sustainability, the International Development Student Club, Aiding Communities Everywhere, and Oxfam. Interest in a GDS degree program is particularly strong among students involved in these organizations.

This level of interest is mirrored at other institutions. Capilano University has an ingress of about 35 students per year to their Associate of Arts in Global Stewardship. McGill's IDS program has the third largest enrollment in the Faculty of Arts.

We also plan to offer certificates and diplomas in GDS to professionals and volunteers in the field and expect that some of these students will return to complete a degree. Finally, the program will attract people already working in global and community development without formal credentials.

Some students will be new to the university, while others will be students who are currently pursuing degrees in related disciplines, like Sociology, Anthropology, Geography and so forth. However, some of these students would have left UFV to pursue GDS related degrees at other institutions, so their transfer to GDS represents retention rather than loss. Furthermore, since GDS students are encouraged to pursue minors in other disciplines, it can be expected that enrolments in minors will increase. The program will attract current BC college students (particularly diploma or Associate of Arts graduates) to complete a degree with us. It will also encourage current UFV certificate, diploma and 2-year degree students to stay on and complete a 4-year degree.

2.5. POTENTIAL TO INTEREST STUDENTS NOT PREVIOUSLY ATTRACTED TO THE UNIVERSITY OR UNDERREPRESENTED IN THE UNIVERSITY

The BA in Global Development Studies offers students in established 2-year programs around the province (notably the Associate of Arts programs in International and Development Studies at UFV, Peace Studies at Selkirk College, Global Stewardship at Capilano College, and Intercultural Studies at Columbia Bible College) an opportunity to complete a 4-year degree in a closely related field.

Enrolments in related programs at other universities show that global/international development is an area that attracts international students. Our approach, offering a combination of applied skills, academic learning and practical experience, prepares students for real engagement outside the academic setting or for further study. This curriculum should make our program very attractive in comparison to other development programs across the country.

Another underrepresented group which might be attracted to UFV by GDS would be First Nations students. The skills and knowledge base required for international development are closely related to those required for community development. Many First Nations students might find our program a good starting point for a career in community economic development or social planning.

The program will also be attractive to members of the local community who do not have formal credentials or training, but who are already working in global or community development. Professional development opportunities for this group could be enhanced by packaging some of the degree courses into smaller certificates.

2.6. POTENTIAL TO INTEREST FACULTY AND STAFF NOT PREVIOUSLY ATTRACTED TO THE UNIVERSITY OR UNDERREPRESENTED IN THE UNIVERSITY

See Section 2.3. Faculty from the developing world diasporas often figure prominently in international development programs. The international opportunities GDS would foster could be very attractive to such academics. This in turn would help UFV achieve its goal of internationalization.

2.7. POTENTIAL TO OFFER RESEARCH OPPORTUNITIES FOR STUDENTS IN THE PROGRAM

Research is recognized as a necessary component of international development practice. As we will be putting students into applied situations, they will be exposed to research opportunities and encouraged to engage in research as part of the learning process. Instruction in field research and project evaluation skills is included in the core curriculum.

2.8. POTENTIAL TO GENERATE RESEARCH OPPORTUNITIES FOR FACULTY

When the Bachelor of Arts in Global Development Studies is operating at full capacity, we will need to place more than 30 students in internships each year. They will be engaged in projects dealing with tangible social problems. In all cases there will be a need for faculty supervision; in many cases there will be a need for additional faculty consultation. This will present faculty with many new opportunities for involvement in the local community and internationally, either simply as advisors or as researchers.

2.9. PROSPECTIVE EMPLOYMENT AND/OR POST-GRADUATE OPPORTUNITIES FOR STUDENTS IN THE PROGRAM

Labour Market Demand

For a more detailed report of current labour market demand in the International Development field please refer to the Labour Market Information Summary Report for NOC 4164 in Appendix 9.

Labour market information on the current status of International Development careers within the National Occupational Classification (NOC) category of “Social Policy Researchers, Consultants and Program Officers,” or NOC 4164, confirms that introducing a Global Development Studies BA degree to UFV would be a valuable investment. Labour market information shows that employment prospects are ‘fair’ for Social policy researchers, consultants and program officers (Appendix 9: Sections 5 and 8). Expanding UFV’s focus to the field of International Development would thus translate into local and overseas jobs for UFV students. Being located in the Fraser Valley increases students’ future employment prospects, as the percentage of social policy researchers, consultants and program officers employed in the Greater Vancouver region is significantly higher than in other regions of British Columbia (Appendix 9: Table 7.2).

Currently, there are a wide variety of jobs available in the field of International Development (Appendix 9: Table 6.1). Recent postings include Director of Development (Ecojustice), Communications Specialist (Katimavik), and Resource Development Coordinator (Association for Women's Rights in Development). These jobs represent a sample of the careers that UFV GDS students could pursue upon graduation. The qualification requirements in these 2009 job postings (Appendix 9: Table 6.1) reveal the demand for candidates who have highly developed skills in: communication and documentation; job task planning and organizing; and project planning, evaluation and management. A GDS program would help UFV students develop these skills and the theoretical foundations essential for competing in their chosen field.

Overall, labour market information research shows that people who have cross-cultural experience and expertise have better chances for labour market success in the international development field, than those who do not. This suggests that the earlier university students can obtain the skills sets, experience, and knowledge needed to advance in that field, the better. Thus, the University of the Fraser Valley can facilitate students’ pursuit of a fulfilling career in community and international development by offering the Global Development Studies BA degree program.

Post-graduate Opportunities

The Canadian Consortium of University Programs in International Development Studies (CCUPIDS) website (www.idsnet.ca) lists the following Canadian graduate programs and an additional 21 graduate programs outside Canada.

Canadian Graduate Programs in IDS

- Masters in International Development, Dalhousie University
- MA and PhD in International Development Studies, University of Guelph
- MA in International Development Studies, Saint Mary's University
- Globalization and International Development, University of Ottawa
- Graduate Studies in International Development, University of McGill

Canadian Graduate Programs with an Emphasis on International Development

- University of British Columbia
 - Department of Geography
 - The Sustainable Development Research Institute
 - The Institute for Resources and Environment
 - The Liu Centre for the Study of Global Issues
- Dalhousie University
 - Masters in Development Economics
 - PhD Interdisciplinary Studies
- Carlton University
 - Master of Arts in International Affairs
- U. College of Cape Breton
 - Master of Business Administration in Community Economic Development
- U. of Northern British Columbia
 - Master of Arts in International Studies
- University of Toronto
 - Comparative, International and Development Education
 - Political Economy of Development
- University of Waterloo
 - Masters in Local Economic Development
- University of Guelph
 - M.Sc. Rural Planning and Development Studies

3. IMPLEMENTATION

3.1. AFFORDABILITY IN TERMS OF THE EXISTING FINANCES OF THE HOME ACADEMIC UNIT (FACULTY, SCHOOL, DEPARTMENT)

See sections 1.1.6 and 1.1.7. The current version of the GDS program has been designed with the financial straits of the university in mind. Program intake is anticipated to reach 30 students per year within three years, such that after 6 years, there should be 120 students in the program and up to 30 graduates per year. These outcomes can be achieved at remarkably low cost because the program mostly uses existing courses, faculty and space.

3.1.1. PROGRAM RESOURCES

Courses:

The GDS program will require the staffing of four sections annually:

- GDS 100: A World of Development - This introductory course is intended to orient GDS students to the program, but it will probably also appeal to a large number of lower level students as an elective.
- GDS 210: Local Development Practicum - This course is a very important elective that will help students to make contacts in the development community and gain important experience and skills for subsequent internships.
- GDS 310/311⁹: Canadian and International Internships - These courses are an essential part of our program that distinguish it from other programs in Canada. Internships provide our students with essential work experience that will give them a significant advantage in the job market. Students are required to take **either** GDS 310 **or** 311 in order to graduate. (*Note*: special arrangements will have to be made for staffing).
- GDS 400: Global Development Seminar - This is the capstone course for the program that will integrate students' diverse experiences and studies into a broader understanding of the processes and challenges of development.

⁹ Note that GDS 310 Canada Internship is a 6 credit course and GDS 311 International Internship carries 9 credits. They are not standard classroom-based courses. They are service learning courses with a very large experiential component. The reflective/analytical part of the courses is taught through pre-departure seminars, site visits, periodic seminars and discussion either in person or on-line, guided written assignments and post-internship debriefings. Coordinating internships in this way is a heavier instructional burden than teaching the same number of students in a classroom. These courses cannot be scheduled in the same way as classroom-based courses. There must be some discussion of the most appropriate way of staffing these courses and compensating the instructor/supervisor during different phases of implementation. The discussion should take into account the significantly greater tuition paid by students.

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These courses will be phased in over a few years:

	Year 1	Year 2	Year 3	Year 4	Year 5
GDS 100	scheduled	scheduled	scheduled	scheduled	scheduled
GDS 210	DIS	DIS / IC	DIS / IC	IC	IC
GDS 310	DIS	DIS / IC	DIS / IC	IC	IC
GDS 311	DIS	DIS / IC	DIS / IC	IC	IC
GDS400	DIS	DIS	scheduled	scheduled	scheduled

DIS: Directed Independent Studies

IC: supervised by Internship Coordinator

Faculty:

Faculty are drawn from many contributing departments, including Anthropology, Communications, Economics Geography, Latin American Studies, Political Science, Sociology, and others. Apart from the GDS courses listed above, the core courses in the curriculum are offered by contributing faculty as part of their regular teaching loads.

In the short term, it is envisaged that internships will be offered by individual faculty members as DIS courses. Over time, however, the work required by growing student enrolment will require additional resources for an **Internship Coordinator**. This position should be phased in with one course release in year two, two course releases in year three and three course releases thereafter. Even after this position is phased in, it will be necessary to have some individual faculty supervision of internships (e.g. when student internships are with a development project in which a particular faculty member is personally engaged).

A **Program Coordinator** will also be required. We recommend that this position be compensated initially with two section releases per year, the number to be adjusted as the demands of the position become clear. The position should be rotated among participating faculty in the same way as department headships are rotated.

Staff:

A 33.3% **administrative assistant** will be required at the outset. The need will increase to 50% by year three.

Student advising can be handled by the Arts Advice Centre. By year two of the program, a new 50% position in the Arts Advice Centre should be created.

3.2. ABILITY OF CURRENT FACULTY AND STAFF TO IMPLEMENT THE NEW PROGRAM WITHIN EXISTING RESOURCES AND FACILITIES

See section 3.1.1. The new program cannot be implemented within existing resources and facilities. However, as outlined here this program will graduate a significant number of students with a minimal outlay. As the program grows, additional resources may be required.

3.3. ESTIMATES FOR BOTH START-UP AND PREDICTED ON-GOING COSTS DURING THE INITIAL FIVE YEARS OF IMPLEMENTATION:

See sections 1.1.6, 1.1.7, and 3.1.1.

Year 1	<ul style="list-style-type: none"> • 1 full section (GDS 100) • DIS enrolments (GDS 210, 310/311, 400) • Program Coordinator (2 section releases) • 33.3% administrative assistant
Year 2	<ul style="list-style-type: none"> • 1 full section (GDS 100) • DIS enrolments (GDS 210, 310/311, 400) • Program Coordinator (2 section releases) • 33.3% administrative assistant • 50% student advisor (in the Arts Advice Centre) • Internship Coordinator (1 section release)
Year 3	<ul style="list-style-type: none"> • 2 full sections (GDS 100, 400) • DIS enrolments (GDS 210, 310/311) • Program Coordinator (2 section releases) • 50% administrative assistant • 50% student advisor (in the Arts Advice Centre) • Internship Coordinator (2 section releases)
Year 4	<ul style="list-style-type: none"> • 2 full sections (GDS 100, 400) • DIS enrolments (GDS 210, 310/311) • Program Coordinator (2 section releases) • 50% administrative assistant • 50% student advisor (in the Arts Advice Centre) • Internship Coordinator (3 section releases)
Year 5 and ongoing	<ul style="list-style-type: none"> • 2 full sections (GDS 100, 400) • Program Coordinator (2 section releases) • 50% administrative assistant • 50% student advisor (in the Arts Advice Centre) • Internship Coordinator (3 section releases)

3.3.1. NEW FACULTY AND/OR STAFF AND STRATEGIES FOR THEIR RECRUITMENT AND RETENTION

Most courses in the curriculum are already offered by participating departments, so the need for new faculty is reduced. However, the program will require the staffing of four courses. Currently two of these (GDS 310/311) are in the calendar and are offered through DIS and PLAR. One (GDS 210) is an elective, but it is quite important to students and we anticipate high demand for it. It will be possible to phase in staffing for these courses over the first four years of program implementation. See section 3.3.

The program will be strengthened as more faculty with development interests and expertise are hired across the institution. This will make more electives available to students and increase internship and research possibilities for students and instructors alike.

The Political Science Department will hire an international relations specialist in the near future (see the Faculty of Arts 2009-2011 Education Plan, and posting 2010.83), and this new faculty position will help to expand the possibilities for GDS students. The program also requires growth over time in the area of gender and development, and the Curriculum Working Group recommends that obtaining such expertise be a priority for the hiring in one of the social sciences in the near future.

GDS is one of several new interdisciplinary programs at UFV, either recently established or in the planning process. The Curriculum Working Group suggests that the university administration consider the best ways of staffing and administering such programs over the short and the long term, bearing in mind that without department status, independent budgets and appointed faculty, their continuation is always subject to the shifting interests of participating departments.

3.3.2. NEW AND/OR REDEVELOPED SPACE/FACILITIES

See section 1.1.7. In the long term, it would be desirable for the program to have a dedicated space where the Program Coordinator, Internship Coordinator and Administrative Assistant could be housed together and where students could congregate to discuss their experiences and plan activities. However, as no full time positions are being requested, this is not essential for program implementation. The program can be administered from existing faculty offices and there are already spaces on campus for students to gather, including the current space for the Global Studies Institute, the Geography students' resource room, and the Kipp Centre for Social Research. Students will be encouraged to engage with international students through programs offered by International Education. The only space required would be for an administrative assistant, which, at 33% - 50%, would be shared with another department.

3.3.3. NEW AND/OR REDEVELOPED INFRASTRUCTURE FACILITIES, SUCH AS EQUIPMENT AND FURNISHINGS

See section 1.1.7 and 3.3.2. An office for an administrative assistant (33% - 50%) would require office equipment including a desk, filing cabinet, computer, and access to photocopier, fax machine, etc.

3.3.4. ADDITIONAL LIBRARY ACQUISITIONS AND INFORMATION RESOURCES

A Library Impact Assessment from April 2010 indicated that the library's holdings were already sufficient to support the GDS program (Appendix 5). Recommendations for future library acquisitions are outlined in Appendix 6.

3.3.5. ADDITIONAL INSTRUCTIONAL TECHNOLOGY AND SOFTWARE

None needed.

3.3.6. SPECIALIZED TRAINING PROGRAMS

None needed.

3.3.7. ADVERTISING AND RECRUITMENT

The GDS program needs no special advertising or recruitment measures beyond the normal promotion given to all programs by UFV. In fact, it probably needs less, as it is largely self-recruiting and self-promoting. The already existing interest in the Fraser Valley in this kind of activity along with word of mouth advertising among students has already created significant demand (see Section 2.4 and Appendix 8.) We do plan to negotiate block transfer arrangements with related programs at other institutions (specifically, at this time, Global Stewardship at Capilano University, Peace Studies at Selkirk College, and Intercultural Studies at Columbia Bible College) so that their 2 year Associate of Arts graduates can transfer directly into upper level studies in GDS at UFV.

3.4. POTENTIAL FOR NEW OR OFF-SETTING REVENUE SOURCES, SUCH AS FULL-COST TUITION AND FEES; OVERHEAD COSTS OR LEVIES; GOVERNMENT STRATEGIC FUNDING ENVELOPES; EXTERNAL FUNDING AGENCIES AND ORGANIZATIONS

The CIDA internship program, the AUCC Students for Development program, the Shastri Institute, and UFV's Internationalization Funds Grants could all contribute to the success of this program by offsetting expenses for students and faculty. Some of these funds can help faculty in the supervision of international internships.

The high tuition charged for upper level internships (GDS 310 – 6 credits; GDS 311 - 9 credits) could offset some program costs if the tuition were available to defray the expenses of internship supervision. Some of it might also be used to offer grants to students.

3.5. COMPARISON OF PROPOSED PROGRAM COSTS RELATIVE TO SIMILAR PROGRAMS DELIVERED THROUGH COMPARABLE AND/OR ALTERNATIVE MEANS. (FOR EXAMPLE ONLY: ON-SITE COMPARED WITH ONLINE DELIVERY, OR ON-SITE COMPARED WITH COOPERATIVE EDUCATION)

N/A

3.6. IDENTIFIED STRATEGIES FOR STUDENT RECRUITMENT AND PROJECTED STUDENT NUMBERS IN THE FIRST FIVE YEARS OF IMPLEMENTATION. THESE MAY INCLUDE SPECIALIZED ACCESS PROGRAMS, AND PROJECTED ASSOCIATED COSTS

See section 3.3.7 and section 1.1.7.b. Surveys show that there is already sufficient demand to launch this program with no special recruitment measures needed. Many of the grants used by students to assist with the costs of international internships have a public engagement requirement so as to share their experiences with the broader community. This helps to promote the internships and the university. It has also increased the demand for a GDS program. (see Section 2.4 and Appendix 8.) In the future, students may be encouraged to make in-class presentations in high schools.

Projected Student Numbers:

	Year 1	Year 2	Year 3	Year 4	Year 5
1 st year intake	20	25	30	30	30
Students in program	20	45	75	105	115

It is assumed that transfers from other institutions will compensate for dropouts.

3.7. IDENTIFIED STRATEGIES FOR THE PROVISION OF FINANCIAL ASSISTANCE TO STUDENTS. THIS MAY INCLUDE AWARDS AND/OR BURSARIES OR WORK-STUDY TYPES OF PROGRAMS

Students who take GDS as a full-time program of study would be eligible for BC Student Loans. Students who are eligible for work study, including international students, would be eligible for work study projects in the program. After completing the requirements for any post-secondary degree or diploma, students would be eligible for CIDA Internship grants. Some students already receive international internship funding through the AUCC Students for Development program.

John Potts, Manager of International Partnerships at the International Education Department is currently investigating possibilities of funding through the Inter-American Development Bank and other agencies. The International Education Department also plans to reintroduce student travel grants within the next two years.

3.8. IDENTIFIED STRATEGIES FOR STUDENT RETENTION AND PROJECTED RATES OF RETENTION, DURING THE INITIAL FIVE YEARS OF IMPLEMENTATION

Retention rates are expected to be similar or superior to those of the other Bachelor of Arts Degrees at UFV. The curriculum working group recognizes the need for student engagement and has planned the course offerings to attract and maintain the interest of students. For example, students may participate in an internship as early as second year, fourth semester. It is hoped that most students will progress through the program as a loose cohort, forming supportive and informative networks.

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Retention and the growth of the networks/community among GDS students would be encouraged by a shared resource centre (space for Program Coordinator, Internship Coordinator and Administrative Assistant as mentioned) and a research centre (to facilitate student and faculty research and to enhance student community/networks).

APPENDIX 1: CANADIAN UNDERGRADUATE PROGRAMS IN GDS/IDS

Canadian Consortium of University Programs in International Development Studies (CCUPIDS) Member Institutions:

Institution	Program Name	Website
Dalhousie University	International Development Studies	http://internationaldevelopmentstudies.artsandsocialsciences.dal.ca/index.php
Huron University College	-Globalization Studies -Global Development Studies -Global Culture Studies (Centre for Global Studies)	http://www.huronuc.on.ca/faculty_arts_social_science/undergraduate_arts_and_social_science/centre_for_global_studies/
McGill University	International Development Studies (Institute for the Study of International Development)	http://www.mcgill.ca/cdas/
Menno Simons College	International Development Studies	http://www.mscollege.ca/ids.html
Queen's University	Global Development Studies	http://www.queensu.ca/devs/undergraduate/undergrad.html
St. Francis Xavier University	Development Studies	http://www.mystfx.ca/academic/dev-studies/
St. Mary's University	International Development Studies	http://www.smu.ca/academic/arts/ids/
Trent University	International Development Studies	http://www.trentu.ca/ids/
University of Calgary	Development Studies	http://www.ucalgary.ca/comcul/devstudies
University of Guelph	International Development Studies	http://www.ids.uoguelph.ca/
University of New Brunswick	International Development Studies	http://www.unbf.ca/arts/IDS/Dev/
University of Ottawa	International Development and Globalization (School of International Development and Global Studies)	http://www.socialsciences.uottawa.ca/edim/eng/index.asp
University of Toronto	International Development Studies	http://www.utoronto.ca/~socsci/programs/int_dev_studies.html
Wilfrid Laurier University	Global Studies	http://www.wlu.ca/homepage.php?grp_id=148
York University	International Development Studies	http://www.yorku.ca/laps/sosc/idst/
University of Waterloo	International Studies	http://www.interdis.uwaterloo.ca/international/
Simon Fraser University	International Studies (School for International Studies)	http://www.sfu.ca/internationalstudies/undergraduate.html
Vancouver Island University	Global Studies	http://www.viu.ca/globalstudies/index.asp
University of the Fraser Valley	(AA) International and Development Studies (Global Development Institute)	http://www.ufv.ca/calendar/2009_10/ProgramsA-B/ARTS_AA_INTL_DEV.htm
University of Winnipeg	International Development Studies	http://www.uwinnipeg.ca/index/ids-index

Other Canadian Institutions Offering IDS Recognized by CCUPIDS:

Institution	Program Name	Website
University of Windsor	International Relations and Development Studies	http://www.uwindsor.ca/futurestudents/programprofile/international-relations-and-development-studies

Added by UFV:

Institution	Program Name	Website
Capilano University	(AA) Global Stewardship	http://www.capilanou.ca/programs/global-stewardship/about.html
Trinity Western University	International Studies	http://www.twu.ca/undergraduate/academics/fhss/international-studies.html
University of British Columbia	<i>Various Certificates</i> (Center for Intercultural Communication)	http://cic.cstudies.ubc.ca/
University of Northern British Columbia	International Studies	http://www.unbc.ca/internationalstudies/

At *Canadian-universities.net*, International Development Studies is subsumed under Global and Globalization Studies. It is presented as follows:

Definition: What is Global and Globalization Studies?

Global Studies, variously known as International Studies, International Relations, Global Political Economy, or International Development Studies, is a multidisciplinary program that seeks to understand the cultural, political, and social forces governing international development and global relations, particularly those along the North-South axis.

Similar Programs to Global and Globalization Studies

Besides the core areas of interdisciplinary study listed above, global studies is most closely related to areas such as community development, rural planning, law, business, public education, peace and conflict studies, and public health.

APPENDIX 2: KNOWLEDGE AND SKILLS TEMPLATE

Knowledge	GDS Core Courses	Other UFV Courses (electives)
1) Foundations:		
a) development theory	SOC 250, SOC 363	
b) development history	SOC 250, SOC 363, Geog 340	
c) political economy of development	SOC 363, Geog 340	
d) globalisation	SOC 250, SOC 363, Geog 340	GEOG 240, SOC 463
e) development economics	ECON 398	
f) international affairs	POSC 190	POSC 290
g) comparative public policy	POSC 230	ADED 420, SOC 205
2) Mid-level theory:		
a) social change	SOC 363, GEOG 340	ADED 410
b) cultural change	SOC 363, GEOG 340	ANTH 102, 111, 112, 220, GEOG 343,
c) organisational change	SOC 363, Econ 398	BUS 203, 304
3) Development practice:		
a) development agents & institutional framework for development	SOC 250, Geog 340	POSC 290
b) crisis/humanitarian aid	GDS 100	
c) capacity building	GDS 310, GDS 311	SOWK 380
d) rural development	GEOG 340	
e) urban development	GEOG 340	GEOG 341, SOC 225
4) Themes:		
a) MDGs:	GDS 100, 400, SOC 363, Geog 340	
i) poverty and hunger	GDS 100, SOC 250	
ii) education and development	GDS 100, SOC 250	SOC 463
iii) gender and development	GDS 100, SOC 250, Geog 340	ANTH 210, BUS 407, GEOG 312, GDS 2xx
iv) health and development (child, maternal, HIV/AIDS)	GDS 100, SOC 250	
v) environment and development	GDS 100, SOC 250, GEOG 340	GEOG 311, 312, 343, BIO 310, ANTH 268
vi) global partnership for development (trade, finance, debt, technology)	GDS 400, ECON 398, POSC 190	GEOG 240, POSC 290
b) Others:		
i) Peace and conflict	GDS100	GEOG 300C, GDS 2xx
ii) indigenous peoples and development	GDS 100, SOC 250	ANTH 102, 111, 112, 220, GEOG 312, 343
iii) development as human rights	SOC 250, 363	CRIM/POSC 335, POSC 330
iv) governance & rule of law	SOC 250	CRIM 240, 335, GDS 2xx
v) natural resource development	GEOG 340	GEOG 311, 312,
5) Context:		
a) area studies	GDS 310, GDS 311	GEOG 240, 433, LAS, INCS, HIST, ANTH, SOC 205

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Skills	GDS Core Courses	Other UFV Courses (electives)
1) Research and analysis		
a) research methods	GEOG 352, SOC 255, 355, 356	GEOG 270
b) project and program assessment	GDS 310, 311, BUS 204	SOWK 404, 410, BUS 206, GDS 210
c) analysis and evaluation	GEOG 352, SOC 255, 355, 356	SOWK 404, 410, BUS 206
d) participatory action research	SOC 255, 356	ANTH 425
e) GIS	GEOG 253	GEOG 353, 453
2) Development promotion		
a) community organization & development	SOWK 380, GDS 310, 311	ANTH 425, GDS 210
b) asset based community development	SOWK 380 GDS 310, 311	ANTH 425, GDS 210
c) participatory local development	SOWK 380 GDS 310, 311	ANTH 425, GDS 210
3) Communication skills		
a) proposal and grant writing	CMNS 360, 365, GDS 310, 311	GDS 210
b) report writing	CMNS 251, GDS 310, 311	GDS 210
c) teaching & learning	CMNS 445, GDS 310, 311	GDS 210
d) presentation skills	CMNS 445, 235, GDS 310, 311	GDS 210
e) group facilitation	CMNS 345, SOWK 380, BUS 204, GDS 310, 311	GDS 210
f) inter-cultural communication	CMNS 180, GDS 310, 311	GDS 210
4) Management skills		
a) project management	BUS 204 GDS 310, 311	BUS 202, 304, 457, GDS 210
b) supervision	BUS 204 GDS 310, 311	BUS 201, 202, 304, 457, GDS 210
c) accounting/finance	BUS 204 GDS 310, 311	BUS 247, GDS 210
d) negotiation	BUS 204, GDS 310, 311	CRIM 265, GDS 210
e) conflict resolution	BUS 204, GDS 310, 311	CRIM 265, GDS 210
f) cross-cultural problem solving	BUS 204, GDS 310, 311	SOWK 320 CMNS 180, GDS 210
g) cooperation and collaboration	BUS 204, GDS 310, 311	BUS 408, GDS 210
5) Language skills	MOLA courses	

APPENDIX 3: EXAMPLES OF CONCENTRATIONS

1. Peace, Justice and Security

- Lower level: 2 courses (6 credits)
- Upper level: 5 courses (13 - 19 credits)
- Overall: 7 courses (21 - 25 credits)

2. Environment and Planning

- Lower level: 2 courses (6 credits)
- Upper level: 4 courses (16 credits)
- Overall: 6 courses (22 credits)

3. Regional Studies (Latin America, South Asia, East Asia)

- Lower level: 2 courses (6 credits)
- Language: 1 course (3 - 4 credits)
- Upper level: 3 courses (12 credits)
- Overall: 6 courses (21 - 22 credits)

4. Historical and Theoretical Perspectives

- Lower level: 4 courses (12 credits)
- Upper level: 3 courses (10 - 12 credits)
- Overall: 7 courses (22 - 24 credits)

5. Gender and Development

- Lower level: 3 courses (9 credits)
- Upper level: 4 courses (13 - 15 credits)
- Overall: 7 courses (22 - 24 credits)

6. Indigenous Peoples and Development

- Lower level: 3 courses (9 - 12 credits)
- Upper level: 3 courses (11 - 12 credits)
- Overall: 6 courses (20 - 24 credits)

7. Project Planning and Evaluation

- Lower level: 3 courses (9 - 22 credits)
- Upper Level: 2 courses (6 - 14 credits)
- Overall: 6 courses (21 - 28 credits)

1. PEACE, JUSTICE AND SECURITY CONCENTRATION

In the Peace, Justice and Security concentration, students will develop an understanding of the complex links between development, access to justice, human rights, human security, conflict, peace and good governance. This will be accomplished through a broad interdisciplinary approach which encourages students to integrate concepts and theories from various disciplines. This model ensures that the student becomes familiar with the approaches and methods utilized in various development initiatives addressing good governance, institution building, public participation, justice and security sector reforms, human rights, human security and public safety issues.

A student choosing a concentration in Peace, Justice and Security will take the required GDS core (proscribed) courses, 77 credits, which include language study, and internship placement. Additionally, students complete 21 credits specific to their concentration stream. There is ample room in the program model for course pre-requisites to be acquired; required upper and lower course levels will be met for graduation purposes.

Requirement	Course	Credits
	-GDS 2XX - Peace, Justice, Security and Development	3
Group 1 One of the following	-ECON 202: Comparative Economic Systems -CRIM 103: Introduction to Criminal Justice System -CRIM 240: Comparative Criminal Justice System -PHIL 210: Contemporary Issues	3
Group 2 One of:	-POSC 330: Human Rights - Theory and History -CRIM 335: Human Rights and Civil Liberty	3
Group 3 Three of:	-POSC 483: Selected Topics in International Relations -CRIM 211: Indigenous Peoples, Crime and Criminal Justice -GEO 300C: The Geography of War, Terror and Peace -PSYCH: Political Psychology -HIST 315: War and Society in the Western World -HIST 459: Topics in the Political and Social History of Latin America	9
Group 4 One of:	-HIST 490: Directed Studies in History - Readings -PHIL 480: Selected Topics in Morality and Politics -POSC 491: Selected Topics in Comparative Politics -CRIM 411: Directed Studies - Criminology -GEO 480: 2-3-4 Directed Readings - Geography	3 (4)
Total Concentration Credits:		21*

This concentration requires students to take 21 specific credits, 2 from 'open' electives.

(*): A student taking three 4 credit courses in Group 3 and 4 could be dispensed from the requirement to take one course in Group 2, for the equivalent number of credits.

2. ENVIRONMENT AND PLANNING CONCENTRATION

In the Environment and Planning concentration, students will learn to integrate complex factors of culture, environmental economics, sustainability, resource management and ecological processes in a development context. This will be achieved through a broad interdisciplinary approach which encourages students to integrate concepts and theories from various disciplines. This concentration has been designed with a dual focus within the concentration. Group 3 courses provide an emphasis on the evaluation of resource management practices on the environment and the communities that rely on those resources, whereas courses in Group 4 provide a stronger emphasis on the environment from a planning perspective.

Requirement	Course	Credits
Group 1: One of the following	-BIOL 210: Introduction to Ecology -GEOG 211: Environmental Science -EVST 200: Sustainability in Practice (in proposal stage)	3
Group 2 One of:	-AGRI 270: World Issues in Agriculture (in proposal stage) -ANTH 268: Culture and Environment -GEOG 241: Social Geography -GEOG 242: Economic Geography -GEOG 253: Introduction to Geographic Information Systems	3
Group 3 Two of:	-GEOG 253: Introduction to Geographic Information Systems -BIOL 310: Conservation Biology -GEOG 311: Global Resources and the Environment -GEOG 312: Political Ecology: Nature, Culture and Place -GEOG 343: Transitional Societies -GEOG 361: International Planning and Development -ANTH 468: Environment and Society	8
Group 4 Two of:	-ECON 361: Environmental Economics -GEOG 341: World cities -GEOG 353: GIS Applications -GEOG 360: Introduction to Regional and Community Planning -PHIL 318: Environmental Ethics	8
Total Concentration Credits		22

3. REGIONAL STUDIES CONCENTRATION

Students choosing the Regional Studies Concentration will take the required GDS core courses (77 credits) in addition to the 21-22 credits required to complete the concentration. The concentration is intended to allow students who intend to work (or who are already working) in a specific geographical region to deepen their knowledge and understanding of regional cultures and development dynamics.

Note: Students who take the regional studies concentration must choose a particular region on which to focus. The following regions are currently available:

A. Latin America (courses are designated by an 'A')*

B. South Asia (courses are designated by a 'B')*

C. East Asia (courses are designated by a 'C')*

Requirement	Course	Credits
Group 1: Three of the following courses:	A-LAS 100: Images of Latin America A-LAS 102: Latin American Study Tour (Offered biennially in the summer semester) A-LAS 110: Pre-Columbian, Hispanic and African Heritage of Latin America A-ANTH 220: Culture Change: People of the Third World A-HIST 261: Latin American History: The Colonial Experience A-HIST 262: Latin American History: The National Experience A-LAS 200: Social Issues in Latin America (Cross-listed as SOC 200) A-LAS 206: Politics of Art in Latin America (Cross-listed as ANTH/MACS/SOC 206) B-Film 220: India on Film B-GEOG 233C: Geography of Selected Regions -- South Asia B-HIST 264: History of India: Akbar to Independence B-HIST 265: India and the Indo-Pacific World B-ENGL 245: Indian Literature in English C-HIST 115: Traditional East Asian Civilizations C-HIST 235: Late Imperial and Modern China C-HIST 236: Japanese History since 1600 <i>The following courses may count towards regional studies in various regions depending on the regional focus of the course and student assignments:</i> A/B/C-ANTH 102: Introduction to Social and Cultural Anthropology A/B/C: ANTH 120: World Religions A/B/C: GEOG 140: Human Geography A/B/C-GEOG 233: Selected Regions A/B/C-GEOG 240: World Regional Geography A/B/C-SOC 205: Comparative Societies B/C-RLST 202: Religions of the East	9 (100-200 level courses)
Group 3 Three of the following courses:	A-HIST 357: History of Inter-American Relations: Latin America, The United States, and Canada A-HIST 358: African Slavery in the Americas A-HIST 359: Problems in Latin American Regional History A-HIST 458: History of Indigenous Peoples in Latin America A-HIST 459: Topics in Political and Social History of Latin America A-LAS 312: Special Topics: Latin American Cultural Topics A-LAS 498: Directed Readings in Latin American Studies A-LAS 310: Special Topics: Regional Studies of Latin America A-SOC 363: Processes of Development and Underdevelopment: Latin America A-LAS 442: Religion in Latin America	10-14 (300-400 level courses)

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	<p>A-LAS 472: Latin American Immigrants and Immigration B-HIST 364: Indian Social History B-HIST 382: Social History of 20th Century China B-HIST 464: India, the Punjab and Diaspora: A Study of Migration and Community Formation in Canada B-HIST 465: British India B-INCS 392: Immigration and Social Integration: The Indo-Canadian Experience (3) B-INCS 390: Canada-India Field Studies (6) B-INCS 396: Identity, Cultural Politics, and Service Delivery (3) B-ENGL 380: Studies in South Asia Literature B-ENGL 384: Studies in South Asian Diaspora Literature B-PHIL 353: Philosophies of India (3)</p> <p>C-HIST 381: Social History of Late Imperial China C-HIST 385: Imperialism and Colonialism in Modern Asia C-HIST 486: Problems in the Chinese Communist Revolution C-HIST 487: Society and Politics in China since 1949</p> <p><i>The following courses may count towards regional studies in various regions depending on the regional focus of the course and student assignments:</i></p> <p>A/B/C-ANTH 303: Ethnography of a Selected Area A/B/C-ANTH 402: The Field Experience in Anthropology A/B/C-ANTH 425: Applied Anthropology: The Practice of Anthropology A/B/C-GEOG 312: Political Ecology: Nature, Culture and Place A/B/C-GEOG 341: World Cities A/B/C-GEOG 343: Geography of Transitional Societies A/B/C-GEOG 433: Geography of Selected Regions A/B/C-GEOG 443: Comparative Cultural Geography A/B/C-ANTH 388: Minority Indigenous Peoples of the World A/B/C-SOC 463: Special Topics in Development Studies B/C-HIST 398: Topics in Asian History</p>	
	Total concentration credits:	19-23 credits

4. HISTORICAL AND THEORETICAL PERSPECTIVES CONCENTRATION

Students choosing the Historical and Theoretical Perspectives Concentration will take the required GDS core courses (77 credits) in addition to the 22 - 24 credits required to complete the concentration. The concentration combines foundational courses with a theoretical or ideological orientation and contextual courses that examine how development has occurred in particular places and times.

Requirement	Course	Credits
Group 1: Foundations One course from each of the following lists of courses not taken as part of the core:	A. -ECON 100: Principles of Microeconomics -ECON 101: Principles of Macroeconomics -ECON 202: Comparative Economic Systems	3
	B. -PHIL 110: Morality and Politics -PHIL 210: Contemporary Issues in Morality and Politics -POSC 100: Introduction to Politics -POSC 120: Ideology and Politics -POSC 190: International Relations -POSC 200: Introduction to Political Analysis -POSC 230: Comparative Politics -POSC 270: Introduction to Political Theory -POSC 290: International Organizations -SOC 201: Key Ideas in Sociology	3
	C. -ECON 341: International Trade -ECON 352: Technological Progress and Economic Growth -ECON 361: Environmental Economics -ECON 397: Regulatory Economics -ECON 398: Development Economics -HIST 300: The Philosophy and Methodologies of History: 'Learning' and 'Doing' History -HIST 390: European Socialism from the First to the Third International -HIST 408: Liberty and Authority in 19th-Century Thought -PHIL 310: Ethics and Public Policy -PHIL 315: Contemporary Ethical Theory -PHIL 318: Environmental Ethics -POSC 330: Human Rights: Theory and History -POSC 332: The Politics of Multiculturalism -POSC 481: Selected Topics in Comparative Politics (depending on the topic) -POSC 483: Selected Topics in International Relations (depending on the topic) -SOC 463: Special Topics in Development Studies -SOC 350: Classical Sociological Thought	3-4
Group 2: Historical Contexts Two courses from each of the following lists of courses:	A. -HIST 102: Canada 1867 to the Present -HIST 110: A History of Britain, 1688-1990: Great Power Status and Beyond -HIST 208: European History, 1300-1789: The Rise and Decline of the Ancient Regime -HIST 209: European History, 1789-1914: The Revolutionary Age -HIST 210: European History Since 1914 -HIST 226: History of Native-Newcomer Relations in Canada	6

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	<ul style="list-style-type: none"> -HIST 235: Late Imperial and Modern China -HIST 236: Japanese History since 1600 -HIST 242: History of the United States since 1865 -HIST 243: American Foreign Relations in the 20th Century -HIST 261: Latin American History: The Colonial Experience -HIST 262: Latin American History: The National Experience -HIST 264: History of India: Akbar to Independence -HIST 265: India and the Indo-Pacific World -LAS 200: Social Issues in Latin America (Cross-listed as SOC 200) 	
	<p>B.</p> <ul style="list-style-type: none"> -HIST 314: The Rise and Fall of the British Empire -HIST 315: War and Society in the Western World -HIST 327: Settler-Indigenous Relations in New Zealand and Canada -HIST 335: Arab-Zionist Relations -HIST 357: History of Inter-American Relations: Latin America, the United States, and Canada -HIST 358: African Slavery in the Americas -HIST 359: Problems in Latin American Regional History -HIST 364: Indian Social History -HIST 375: The United States since 1945 -HIST 381: Social History of Late Imperial China -HIST 382: Social History of 20th Century China -HIST 385: Imperialism and Colonialism in Modern Asia -HIST 410: The Industrialization of European Society -HIST 424: Modernism in Canada, 1900-1939 -HIST 431: Canada and the World -HIST 458: History of Indigenous Peoples in Latin America -HIST 459: Topics in the Political and Social History of Latin America -HIST 464: India, the Punjab and Diaspora: A Study of Migration and Community Formation in Canada -HIST 465: British India -HIST 486: Problems in the Chinese Communist Revolution -HIST 487: Society and Politics in China since 1949 -POSC 483C: International Relations and the Sudan 	7-8
	Total Concentration credits:	22-24 credits

Summary:

Total Lower Level credits = 12

Total Upper Level credits = 10-12

Total concentration credits = 22-24

5. GENDER AND DEVELOPMENT CONCENTRATION

Students choosing the Gender and Development Concentration will take the required GDS core courses (77 credits) in addition to the 22 - 24 credits required to complete the concentration.

Requirement	Course	Credits
GDS 2xx	Gender and Development	3
Group 1 One of:	-ANTH 102: Introduction to Social and Cultural Anthropology -SOC 101: Introductory Sociology -SOC 201: Key Ideas in Sociology -SOC 215: Socialization -SOC 230: The Individual and Society -SOC 245: Deviant Behaviour	3
Group 2 One of:	-ANTH 210: Kinship and Gender -CRIM 212: Women, Crime and Criminal Justice -SOC 200: Social Issues in Latin America (cross listed as LAS 200) -SOC 220: Sociology of Women in Canada -WMST 101: Introduction to Women's Studies I -WMST 201: Introduction to Women's Studies II	3
Group 3 One of:	-PHIL 323: Philosophical Issues in the Social Sciences: Values, Objectivity, and Neutrality -POSC 330: Human Rights: Theory and History -POSC 335: Civil Liberties and the Charter in Canada	3
Group 4 Three of:	-AH 316: Arts in Context: Gender, Art and Society -HIST 309: Witches, Whores, and Midwives: Women in Early Modern Europe -HIST 310: Women and the Family in Western Europe, 1700-1930 -HIST 329: Canadian Family History -HIST 408: Liberty and Authority in 19th-Century Thought -HIST 454: Gender in America -HIST 457: Sexuality and Gender in Latin America America -HIST 484: Gender History in Canada -HIST 485: La Belle Époque: Sex, Psyche, and Society -POSC 350: Gender and Feminist Political Theory -PSYC 305: The Psychology of Gender -SOC 463: Special Topics in Development Studies (depending on the topic) -SOC 331: Sociology of Families -SOC 335: Gender Relations and Social Issues -SOC 431: Advanced Topics in Childhood and Family -SOC 435: Sociology of Sexuality -SOC 445: Advanced Topics in Deviant Behaviour	10-12
	Total Concentration credits:	22-24

Summary:

Total Lower Level credits = 9

Total Upper Level credits = 13-15

Total concentration credits = 22-24

6. INDIGENOUS PEOPLES CONCENTRATION

Students choosing the Indigenous Peoples Concentration will take the required GDS core courses (77 credits) in addition to the 20 - 24 credits required to complete the concentration. The concentration integrates courses from several disciplines permitting students to gain a broad orientation to the challenges of development for indigenous peoples as well as learning about more specific episodes or aspects of development confronting specific First Nations.

Requirement	Course	Credits
Group 1 One of the following courses not taken as part of the core:	-ANTH 102: Introduction to Social and Cultural Anthropology (If not taken as part of core courses) -ANTH 111: First Nations in British Columbia – Traditional Cultures -ANTH 112: Aboriginal Peoples in B.C.: Contemporary Issues -FNST 101: Stó:lō Nation Development -FNST 102: Stó:lō Traditional Ways of Healing and Helping -GEOG 140: Human Geography -HIST 103: Stó:lō History	3 (100 level course)
Group 2 Two of the following courses:	-ANTH 220: Culture Change: People of the Third World -ANTH 268: Culture and Environment -CRIM 211: Indigenous Peoples, Crime and Criminal Justice -FNST 201: Stó:lō Communications and World View -FNST 202: Stó:lō Social Structure -FNST 230: Aboriginal Culture and Language Practicum -FNST 275: Contemporary Issues and Politics in Aboriginal Education -ENGL 228: Topics in Aboriginal Literature -GEOG 240: World Regional Geography -HIST 226: History of Native-Newcomer Relations in Canada -SOC 270: Dynamics of Racism in Canada -A course in a language spoken by an indigenous people (in addition to the 2 language courses taken as part of the GDS core requirement)	6-9 (200 level)
Group 3 Two of the following courses:	-ANTH 303: Ethnography of a Selected Area (Depends on area and focus) -CRIM 311: Multiculturalism, Conflict, and Social Justice -GEOG 311: Global Resources and the Environment -GEOG 312: Political Ecology: Nature, Culture and Place -GEOG 343: Geography of Transitional Societies -HIST 327: Settler-Indigenous Relations in New Zealand and Canada -HIST 396I: Rights, Title, and Land -ANTH 387: Canadian Native Peoples -ANTH 388: Minority Indigenous Peoples of the World -SOC 463: Special Topics in Development Studies (depending on topic) -SOC 470: Race and Racism: Selected Topics(depending on topic)	7-8 (300 – 400 level)
Group 4 One of the following courses:	-ANTH 402: The Field Experience in Anthropology (depending on focus of course and student assignments) -ANTH 425: Applied Anthropology: The Practice of Anthropology (depending on focus of course and student assignments) -ANTH 471: The Anthropology of Medicine, Health Care, and	4 (300-400 level)

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	Illness -GEOG 433: Advanced Geography of a Selected Region (depending on focus of course and student assignments) -GEOG 443: Comparative Cultural Geography (depending on focus of course and student assignments) -GEOG 447: Aboriginal Geography -HIST 458: History of Indigenous Peoples in Latin America -SOC 463: Special Topics in Development Studies (depending on focus of course and student assignments) -ANTH 468: Environment and Society	
	Total Concentration credits:	20-24 credits

Summary:

Total Lower Level credits (Including extra language course) = 9-12

Total Upper Level credits = 11-12

Total concentration credits = 20-24

7. PROJECT DESIGN, EVALUATION & MANAGEMENT CONCENTRATION

Students choosing the Project Design, Evaluation and Management Concentration will take the required GDS core courses (77 credits) in addition to the 18 - 24 credits required to complete the concentration. The concentration combines courses in theory with practical skills in...

Requirement	Course	Credits
Group 1: Foundations One of the following courses (not taken as part of the core):	-BUS 100: Introduction to Business -ECON 100: Principles of Microeconomics -ECON 101: Principles of Macroeconomics -MATH 104: Introductory Statistics -MATH 106: Statistics I -MATH 115: Differential and Integral Calculus I (Or Math 111: Calculus I) -SOC 101: Introductory Sociology	3-4 (100 level)
Group 2: Communication Skills One of the following courses:	-CMNS 125: Business Communications -CMNS 155: Communications for Human Services -CMNS 180: Introduction to Intercultural Communication -CMNS 212: Applied Communications (Cross-listed as MACS 212) -CMNS 235: Oral Communication -CMNS 251: Professional Report Writing -CMNS 345: Instructional Skills for Professionals	3-4 (100-300 level)
Group 3: Management Skills One lower level and one upper level of the following courses:	-BUS 201: Human Resource Management -BUS 202: Contemporary Management -BUS 203: Organizational Behaviour -BUS 204: Introduction to Nonprofit Management -BUS 206: Business Policy -BUS 304: Organization Theory and Application -BUS 380: Managerial Control -BUS 408: Teamwork in Organizations -BUS 457: Project Management	6 (200-400 level)

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Group 4: Methods One course from each of the following sections (not taken as part of the core):	A. -BUS 160: Computerized Business Applications and MIS (Cross-listed as CIS 110) -MATH 116: Calculus II for Business, Biology and CIS (Or MATH 112: Calculus II) -MATH 170: Statistics and Mathematical Methods for Business (<i>Note: 6 credits</i>) -MATH 235: Mathematical Modeling -MATH 270: Introduction to Probability and Statistics (<i>Note: 4 credits</i>) -MATH 350: Survey Sampling (Or can be taken as part of section 'B') -SOC 255: Introduction to Social Research	6-10 (100-300 level)
	B. -BUS 301: Economic and Business Statistics -BUS 404: Management Science -BUS 440: Management Information Systems -BUS 453: Decision Theory in Business -ECON 307: Managerial Microeconomics -ECON 352: Technological Progress and Economic Growth -MATH 302: Analysis of Observational and Experimental Data -MATH 315: Applied Regression Analysis -MATH 330: Design of Experiments -MATH 350: Survey Sampling (Or can be taken as part of section 'A') -SOC 355: Quantitative Methods -SOC 356: Qualitative Methods	
Group 5: Electives One or two of the following courses at the 200 level or above:	<i>It is recommended that students who average less than 21 credits in Groups 1-4 take one or two additional courses at the 200 level or above in one of the following disciplines:</i> -Business Administration -Communications -Economics -Mathematics -Social, Cultural, & Media Studies -Sociology <i>Students who average 21 (+) credits must request permission from their GDS advisor to take any additional courses.</i>	3-4 (200-400 level)
	Total Concentration credits (Groups 1-4):	18-24 credits
	Total Concentration credits (Including one additional elective):	21-28 credits

Summary:

Total Lower Level credits (Groups 1-4) = 9-22

Total Upper Level credits (Groups 1-4) = 6-14

Total concentration credits (Groups 1-4) = 18-24

Total concentration credits (Including one additional elective) = 21-28

APPENDIX 4: NEW COURSE OUTLINES

**OFFICIAL UNDERGRADUATE COURSE OUTLINE (OFFICIAL**

COURSE IMPLEMENTATION DATE: _____
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: _____
(four years after UPAC approval) *(month, year)*

UNDERGRADUATE COURSE OUTLINE INFORMATION page 1)

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GDS 100	Global Development Studies	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	A World of Development	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course introduces the processes and practices of development in global and local contexts. Examples from around the world are used to illustrate both “natural” and planned development activities and their consequences. Basic concepts such as development, underdevelopment and globalization are explored through a deeper examination of already familiar development issues. The course features guest lecturers from several of the disciplines involved in the GDS program discussing topics in their areas of expertise.

PREREQUISITES: None
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S)

a) Replaces: _____
 b) Cross listed with: _____
 c) Cannot take: _____ for further credit

SERVICE COURSE TO: (department/program)**TOTAL HOURS PER TERM:** 45**STRUCTURE OF HOURS:**

Lectures: 30 Hrs
 Seminar: 15 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 36

Expected frequency of course offerings: Once each year

*(every semester, annually, every other year, etc.)***WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**☒ Yes ☐ No**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**☐ Yes ☐ No**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**☐ Yes ☐ NoCourse designer(s): **Stephen Piper**

Department Head

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair:

Dean/Associate VP: **Jacqueline Nolte**

Undergraduate Program Advisory Committee (UPAC approval)

Date approved: _____

Date of meeting: _____

Date approved: _____

Date approved: _____

Date of meeting: _____

GDS 100

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)

COURSE NAME/NUMBER

LEARNING OUTCOMES:

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

- demonstrate an understanding of the scope of the study and practice of global development
- demonstrate a more sophisticated and professional perspective on development
- discuss the nature and causes of major development problems and the measures that have been or should be taken to deal with them
- use a set of basic concepts essential for further studies in GDS
- demonstrate an understanding of the interconnectedness of global and local dimensions of development

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

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

- GDS 100 Coursepack
- Desai, Vandana and Robert Potter (2008) *The Companion to Development Studies, Second Edition*. Oxford University Press.
- Jackson, Robert (2009) *Annual Editions: Global Issues 08/09*. McGraw-Hill

SUPPLIES / MATERIALS:

No extraordinary supplies or materials will be required. However, students will be responsible for all costs associated with any field trips and may have to spend a small amount on display or project materials.

STUDENT EVALUATION:

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

- Quiz 1 – 5%
- Midterm exam – 25%
- Quiz 2 – 5%
- Final exam – 25%
- Term project and report – 30%
- Participation – 10%

COURSE CONTENT:

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

1. What would it mean to “End Poverty Now?”
2. Fair trade or free trade: Production and the global exchange of goods
3. Child labour and universal education
4. Gender and development
5. Health promotion
6. Environment and sustainable development
7. Crisis & humanitarian relief
8. Conflict and governance
9. Short, medium and long term strategies for development: microcredit, community organizing, economic policy
10. Globalization or global partnership? The relationship between North and South



OFFICIAL UNDERGRADUATE COURSE OUTLINE (OFFICIAL

COURSE IMPLEMENTATION DATE: _____

COURSE REVISED IMPLEMENTATION DATE: _____

COURSE TO BE REVIEWED: _____

(four years after UPAC approval)

(month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GDS 210	Global Development Studies	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Local Development Practicum	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course provides a supervised experience in a development-related work situation, usually as a volunteer. You will have an opportunity to practice skills and test knowledge gained in GDS core courses and to develop the skills, knowledge, and attitude necessary to work effectively in a development agency. There will be a monthly seminar, in which work experiences will be presented, analyzed and discussed. This course is valuable in helping students to prepare for subsequent internships (GDS 310 & 311).

PREREQUISITES: 15 university level credits and instructor's permission: CMNS 155 recommended

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

Replaces: _____
Cross-listed with: _____
Cannot take: _____ for further credit.

TOTAL HOURS 136

PER TERM: _____

SERVICE COURSE TO: (department/program)

TRAINING DAY-BASED INSTRUCTION:

STRUCTURE OF HOURS:

Lectures: _____ Hrs
Seminar: 16 Hrs
Laboratory: _____ Hrs
Field experience: 96 Hrs
Student directed learning: 24 Hrs
Other (specify): _____ Hrs

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: 36

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

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☒ Yes

☐ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☐ Yes

☒ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☐ Yes

☒ No

Course designer(s): **Stephen Piper**

Department Head: _____

Date approved: _____

Supporting area consultation (Pre-UPAC)

Date of meeting: _____

Curriculum Committee chair: _____

Date approved: _____

Dean/Associate VP: **Jacqueline Nolte**

Date approved: _____

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: _____

GDS 210

COURSE NAME/NUMBER

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)

LEARNING OUTCOMES:

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

- Work effectively as part of a team.
- Work effectively under supervision.
- Apply skills and knowledge in a working environment.
- Adhere to working conditions of the agency and/or institution.
- Use appropriate filing and record keeping systems.
- Write appropriate reports, records and/or letters.
- Plan and manage a workload.
- Establish priorities and work toward them.
- Solicit verbal and written feedback.
- Understand and carry out assigned responsibilities.
- Apply themselves effectively in helping others.

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

The course involves a minimum 96 hour (one day per week for one term) volunteer placement with a local NGO along with 4 seminars (one per month) and weekly journals of the practicum experience which will be the basis for formal written assignments.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- ☐ Examination(s) ☒ Portfolio assessment ☐ Interview(s)
☐ Other (specify):
☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

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

- Edwards, Michael and Alan Fowler (eds.). *The Earthscan Reader on NGO Management*. London: Earthscan Publications, 2004.
- Kielburger, Craig and Mark Kielburger. *Me to We: Turning Self-Help on Its Head*. Canada: John Wiley and Sons, 2004.
- Lewis, David. *The Management of Non-Governmental Development Organizations*. London: Routledge, 2001.
- Wallace, Danny. *Join Me!* Toronto: Penguin Books, 2004.

SUPPLIES / MATERIALS:

Students are responsible for all costs associated with the practicum and transportation to and from the internship setting

STUDENT EVALUATION:

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

- | | |
|---|-----|
| • Satisfactory participation in monthly seminar class | 25% |
| • Satisfactory mid-term evaluation by the agency supervisor | 15% |
| • Satisfactory end of term evaluation by the agency supervisor | 30% |
| • Internship portfolio: The internship portfolio should contain the following components, at the minimum: | 30% |
| ○ Title page | |

Program Proposal: BA-GDS 2010/10/01

- Table of contents
- Internship learning goals document (signed)
- Weekly journal entries

GDS 210

COURSE NAME/NUMBER

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 3)

- Internship sponsoring organization information, e.g. any brochures on the organization, organization's Mission, etc.
- At least three samples of internship work product, e.g. memos or letters, marketing materials, project reports, etc.
- Completed On-site supervisor evaluation Form
- Letter of recommendation from on-site supervisor or one of your other colleagues at the internship organization
- Updated resume to reflect internship experience.
- Post-internship reflection paper-This is a 5 - 10 page paper giving a description of your internship duties, discussing your internship learning goals and assessing whether you achieved your goals..

COURSE CONTENT:

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

- Introduction to practicum.
- Learning objectives; placements.
- Expectations, confidentiality and ethics.
- Assertiveness training.
- Teamwork and individual initiative
- Values and helping relationships; discussion.
- Workplace issues.
- Student initiated discussions.
- Lessons learned
- Learning needs
- Comparison of school and work
- Evaluation of practica.



COURSE IMPLEMENTATION DATE: September 2010
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: _____
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

GDS 400	Global Development Studies	4
URSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Global Development Seminar	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This is the capstone course for the Global Development Studies program. It brings together GDS students to present, analyze and compare different field experiences and to see how various activities fit together in the pursuit of development. Student selected development issues are subjected to critical discussion. Students work toward an understanding of their personal values in relation to the practice of development

PREREQUISITES: GDS 310 or 311

COREQUISITES:

PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)***TOTAL HOURS PER TERM: 60****STRUCTURE OF HOURS:**

Lectures: 12 Hrs
 Seminar: 24 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: 24 Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:Maximum enrolment: 26Expected frequency of course offerings: Once each year*(every semester, annually, every other year, etc.)***WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**☐ Yes ☒ No**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**☐ Yes ☒ No**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**☐ Yes ☒ NoCourse designer(s): **Stephen Piper**

Department Head

Supporting area consultation (Pre-UPAC)

Curriculum Committee chair:

Dean/Associate VP: **Jacqueline Nolte**

Undergraduate Program Advisory Committee (UPAC approval)

Date approved: _____

Date of meeting: _____

Date approved: _____

Date approved: _____

Date of meeting: _____

GDS 400

COURSE NAME/NUMBER

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)

LEARNING OUTCOMES:

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

- clearly explain and justify their own value frameworks for development work
- critically discuss current issues in development studies
- analyze commonly experienced problems in development work
- demonstrate an understanding of the uniqueness of, and similarities between, different development experiences

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

Principal emphasis will be on seminar discussion and student presentations. This may require participation in “innovative” learning methods such as those of popular education. There may be a limited amount of lecturing, particularly by guest lecturers.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- ☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)
- ☒ Other (specify): Methods will be considered on a case-by-case basis.
- ☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

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

- Easterly, William (2007) *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Penguin.
- Green, Duncan (2008) *From Poverty to Power: How Active Citizens and Effective States Can Change the World*. Oxfam Publishing.
- Lewis, Stephen (2006) *Race Against Time: Searching for Hope in AIDS-Ravaged Africa*. 2nd ed. Toronto: House of Anansi Press.
- Sachs, Jeffrey D. (2006) *The End of Poverty: Economic Possibilities for Our Time*. Penguin Books.
- Sachs, Jeffrey D. (2009) *Common Wealth: Economics for a Crowded Planet*. Penguin Books.
- Sen, Amartya (2001) *Development as Freedom*. Oxford University Press.
- Smith, Michael H. (2009) *Cents and Sustainability: Making Sense of How to Grow Economies, Build Communities and Revive the Environment in Our Lifetime*. Earthscan Canada.
- Stiglitz, Joseph (2007) *Making Globalization Work*. W.W. Norton & Co.
- GDS 400 coursepack.

SUPPLIES / MATERIALS:

No special supplies or materials are required

STUDENT EVALUATION:

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

Participation	20%
Reading notes	10%
Discussion papers (2)	20%
Research paper	30%
Presentations	20%

COURSE CONTENT:

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

Program Proposal: BA-GDS 2010/10/01

This is a student centred course. It is intended to help students who are nearing the end of a program of study in global development to explore issues that have arisen in prior studies or field practicum experiences. Consequently, the actual course content in any semester will largely be determined by the needs and interests of the students in the class. Topics covered might include:

- Assisted self-reliance

GDS 400

COURSE NAME/NUMBER

OFFICIAL UNDERGRADUATE COURSE OUTLINE (PAGE 3)

- Leadership in development projects
- Local organization and participation
- Management, planning, and implementation
- Technology and training
- Utilization of external assistance
- Dealing with government
- Sustainability
- Additive, multiplicative and diffusive strategies
- Canadian and international development agencies

APPENDIX 5: LIBRARY IMPACT ASSESSMENT

UFV Library Collection Analysis for Global Development Studies

April 2010

The new B.A. in Global Development Studies is an interdisciplinary program, and consists primarily of courses currently taught at UFV. These courses come from a wide variety of departments, including economics, geography, political science, criminal justice, psychology, sociology, history, anthropology, biology, and more.

Collection development has already been undertaken by departments offering these courses. Therefore, the library has monographs, videos, journals, and databases that support the core and elective courses listed in the proposal. We also have extensive resources to support the new Global Development Studies courses.

1. Research Databases

A number of research databases are available to support all the concentration areas of this degree. Below is a selected list of appropriate databases.

Database Name	Description
Academic Search Premier	All Subjects. Full text.
America: History & Life with Full Text	History of North America. Full text.
Art Full Text	Art, architecture, photography, etc.
Arts & Humanities Citation Index	Arts & Humanities Citation Index, via the Web of Science.
B	
Bibliography of Asian Studies (BAS Online)	Asian studies. Citations only (no full text).
Business Source Premier	Business, economics, accounting, management, finance. Full text.
C	
Cambridge Journals Online	Cambridge University Press journals in the sciences, social sciences, and humanities. Full text.
Canadian Business & Current Affairs (CBCA)	Canadian Business & Current Affairs™ (CBCA) covers current events, business, science, the arts, and academic information as produced in Canada. It combines 3 database subsets: CBCA Business, CBCA Reference and CBCA Education.
Canadian Newsstand	Canadian major daily newspapers, now including the Globe & Mail. Full text.
Communication & Mass Media Complete	Communication, mass media, journalism, linguistics, speech. Full text.
Criminal Justice Abstracts	Criminology and related disciplines.
E	
eHRAF World Cultures	Cultural and ethnic groups. Anthropology, ethnology. Includes full text books and articles. Outline of Cultural Materials topics/subjects.

Program Proposal: BA-GDS 2010/10/01

G	
Gale Virtual Reference Library	Subject specialized encyclopedias from prestigious academic publishers including Greenwood, Elsevier, MacMillan and Gale.
General Science Index	Botany, earth science, environment, medicine, nutrition, physics, physiology, etc.
GeoRef	Geology, geography
GreenFILE	Environmental issues. Some full text.
H	
Historical Abstracts with Full Text	World History (excluding North America). Full Text.
Humanities Full Text	History, philosophy, religion, etc.
J	
JSTOR	All subjects, with strength in the Humanities.
M	
MathSciNet	Mathematics. American Mathematical Society's database of more than 1.8 million items for mathematics research, with more than 192,000 links to original articles. Links to full text.
Military & Government Collection	Military and government. Includes journals & pamphlets. Full text.
MLA International Bibliography	Literature, language, linguistics, folklore, dramatic arts, literary theory & criticism.
N	
National Film Board	Hundreds of streaming videos, including animated shorts and feature length documentaries.
National Research Council Journals	15 Canadian science journals from the NRC.
NCJRS Abstracts Database	Criminal justice, corrections, law enforcement, juvenile justice. U.S. and international publications.
O	
Oxford Reference Online Premium	Oxford Reference Online Premium provides fulltext access to 170+ key Oxford dictionaries and reference works across a broad subject range.
P	
Periodicals Archive Online	An archive of hundreds of digitized journals published in the arts, humanities & social sciences.
Philosopher's Index	Philosophy, ethics & religion.
Project MUSE	Humanities and social sciences. Full text.
S	
Sage Journals Online	Searchable collection of over 500 full text journals from Sage.
Science Citation Index	Science Citation Index via the Web of Science.

Program Proposal: BA-GDS 2010/10/01

ScienceDirect	Science, technology and medicine.
Social Sciences Citation Index	Social Sciences Citation Index (via the Web of Science).
Social Sciences Full Text	Anthropology, economics, criminology, geography, psychology, sociology, and more.
Social Services Abstracts	Social work, human services, social welfare, social policy, and community development
Sociological Abstracts	Sociology, social work, social sciences.
SpringerLink	Science, technology, life sciences and engineering disciplines. Full text.
Statistics Canada: downloadable government publications	Demographic, social, business & crime statistics. Full text.
T	
Theses Canada Portal	Full text Canadian theses and dissertations published from 1998 onwards. Also, search 220,000+ Canadian theses held by the Library and Archives Canada.
Times Digital Archive, 1785 - 1985	<i>The Times (London)</i> newspaper from 1785 - 1985.
W	
Web of Science (ISI)	All subjects. Databases included: Science Citation Index Expanded, Social Sciences Citation Index, & Arts & Humanities Citation Index.
Wiley InterScience	Sciences, geography, development, medicine, social sciences, business, computer science, psychology, and more. Full text.
World Bank Data Catalog http://data.worldbank.org/data-catalog	Key development indicators in a number of different series, including World Development Indicators, and African Development Indicators

2. Periodical Holdings

The library currently has a collection of approximately 73,000 electronic and print journals. The titles below relate specifically to development. Hundreds of other titles are available to support the concentration areas of criminology, history, sociology, etc. For a complete list, see the UFV Journals List at:
<http://cufts2.lib.sfu.ca/CJDB/BCLF/browse>

Development Related Journals

ADB review / Asian Development Bank
African development review
African journal of food, agriculture, nutrition, and development : AJFAND
Agronomy for Sustainable Development
Asian development review
Community development journal
Developing Economies
Developing world bioethics
Development (Society for International Development)
Development and Change
Development in Practice

Development policy review
Development Southern Africa
Economic Cooperation and Development Review
Economic development and cultural change
Economic development journal : EDJ
Environment and development economics
Environment, development and sustainability
Environment: Science and Policy for Sustainable Development
European journal of development research
Gender and Development
Gender, Technology and Development
IDRC Reports (International Development Research Centre)
Information technology for development
International development planning review: IDPR
International Journal of Social Science
International Journal of Sustainable Development and World Ecology
International journal of water resources development
Journal of Developing Areas
Journal of Developing Societies
Journal of Development Alternatives and Area Studies
Journal of development economics
Journal of development studies
Journal of Education for International Development
Journal of Education for Sustainable Development
Journal of environment & development
Journal of Human Development and Capabilities
Journal of international development
Journal of international relations and development
[Journal of international trade & economic development](#)
Journal of social development in Africa
Journal of South Asian Development
Journal of Sustainable Development
Law, social justice & global development
Organization for Economic Co-operation and development economic studies
Organization for Economic Cooperation and Development. OECD Economic Outlook
Organization for Economic Cooperation & Development. The OECD Observer
Oxford Development Studies
Peace, Conflict and Development
Perspectives on global development and technology : PGDT
Population and development review
Progress in Development Studies
Review of Development Economics
Review of urban and regional development studies : RURDS : journal of the Applied Regional Conference

Studies in comparative international development

Science, technology & society : an international journal devoted to the developing world

Sustainable development

Travel to Developing Countries

World Development report

3. Collection Statistics

The UFV Library collection includes monographs, videos and DVD's, government reports, catalogued web documents, e-books, and more. The sample searches below give an indication of our collection strength in areas related to Global Development.

Sample broad keyword searches in the UFV Library Catalogue:

International Development – 745 items

Developing Countries – 1605 items

Globalization – 1488 items

Global Development – 226 items

World Politics – 1004 items

Sustainable Development – 847 items

Human Rights – 1036 items

Community Planning – 118 items

International Finance – 209 items

Comparative Government – 161 items

Comparative Economics – 46 items

Global Environmental Change – 53 items

4. Reference Collection

The library's reference collection has a number of resources to support courses in all concentration areas.

Reference Collection Titles for Global Development Studies

World Development Indicators / World Bank

- Atlas of Global Development / World Bank
- World Development Report / World Bank
- OECD environmental outlook to 2030
- Women and men in OECD countries / OECD
- The world economy / OECD
- International migration outlook : annual report / OECD
- Progress of the World's Women / United Nations Development Fund for Women
- Development and globalization : facts and figures / United Nations
- Population and health in developing countries / International Development Research Centre (Canada)
- Health at a glance / **OECD**
- State of the World's Children / UNICEF
- Demographic Yearbook / United Nations
- UNEP year book / United Nations Environment Programme
- OECD Factbook

Program Proposal: BA-GDS 2010/10/01

- The core international human rights treaties / United Nations
- One planet, many people : atlas of our changing environment / UNEP
- Water : a shared responsibility / UNESCO
- The Oxford handbook of political institutions
- The Oxford companion to politics of the world *2nd ed.*
- Routledge Handbook of International Law
- Public management : OECD country profiles
- The Oxford handbook of international relations
- Twentieth century international relations / Sage
- Encyclopedia of the United Nations and international agreements *3rd ed.*
- World at risk : a global issues sourcebook / CQ Press
- The Oxford handbook of comparative politics
- Political data handbook : OECD countries
- Globalization : encyclopedia of trade, labor, and politics / ABC-CLIO
- Amnesty International Report
- The Oxford companion to global change
- Encyclopedia of international relations and global politics / Routledge
- Central Asia : a global studies handbook / ABC-CLIO
- Migration and Immigration: a global view / Greenwood Press

This collection is complemented by our subscriptions to quality electronic reference sources such as Oxford Reference Online Premium and Gale Virtual Reference Library which provide 24/7 access to a growing collection (several hundred) of electronic subject-specialized encyclopedias from prestigious academic publishers including Greenwood, Elsevier, MacMillan and Gale.

APPENDIX 6

JOURNALS NOT CARRIED BY UFV LIBRARY WHICH WOULD BE USEFUL TO THE PROGRAM:

Alternatives: Global, Local, Political
Analyses of Social Issues of Public Policy
Canadian Journal of Development Studies
Capitalism and Society
Career Development International
Community Development: Journal of the Community Development
Culture-History-Globalization
Current Opinion in Environmental Sustainability
Development Dialogue
Developments Magazine
Economic Policy Reforms
Economics, Management, and Financial Markets
Global Governance: A Review of Multilateralism and International
Global-e: A Global Studies Journal
Globalization
Globalization for the Common Good
Humanomics
IDS Bulletin
Indian Economic Journal
Indian Economic Review
Integrated Assessment: Bridging Science and Policy
International Journal of Development Issues
International Journal of Social Economics
International Journal of Sustainable Transportation
International Studies in Catholic Education
Journal of Developing Studies
Journal of Development Effectiveness
Journal of Globalization and Development
Journal of Human Capital
Journal of Human Development and Capabilities

Journal of Intervention and State-building
Journal of Knowledge Globalization
Journal of Urbanism
Knowledge Management for Development Journal
New Global Studies
Oxford Development Studies Journal
Oxford Review of Economic Policy
Peace and Democracy in South Asia
Poverty & Race
Social Research and International Quarterly of Social Sciences
Sustainability: The Journal of Record
The Fletcher Forum of World Affairs
The Global Studies Journal
The International Journal of Interdisciplinary Social Science
The McGill International Journal of Sustainable Development Law
The Pacific McGeorge Global Business & Development Law Journal
The World Bank Research Observation
Tourism Economics
Urban Policy and Research
Yale Human Rights and Development Journal

APPENDIX 7: LETTERS OF SUPPORT



November 9, 2009

Board of Governors
University of the Fraser Valley
33844 King Rd
Abbotsford, BC
Canada V2S 7M8

To Whom It May Concern;

As a local and growing relief and development agency, Hungry For Life International supports the BA - Global Development Studies initiative. As the world continues to become so much closer through technology, the challenges faced by half of the world's population also become so much closer.

There also continues to exist a growing passion for compassion among today's young adults. We continue to encounter young people who want to use their skills, training, and lives to improve the lives of those who suffer needlessly. As an organization we have also recognized the need for post-secondary educators to prepare young people to address some of the world's most pressing issues.

Having reviewed the proposal for the Bachelor of Arts in Global Development Studies, I believe that the courses offered would equip students with the core competencies and practical skills needed to start functioning with an international development agency, both in the field and at a home office. I also hope and trust that Hungry For Life might, in some way, work with UFV toward the goal of training and equipping young people to impact the world.

Please don't hesitate to contact me for further information or input.

Sincerely,

Dave Blundell, M.A.
Executive Director, Hungry For Life International

45950 Alexander Avenue

Phone: 604-703-0223

Chilliwack, bc v2p 1l5 Fax: 1-866-255-8498

www.hungryforlife.org





ED FAST

MEMBER OF PARLIAMENT
ABBOTSFORD



CONSTITUENCY OFFICE

GARDEN PARK TOWER
205-2825 CLEARBROOK ROAD
ABBOTSFORD, BC V2T 6S3

TEL: (604) 557-7888

FAX: (604) 557-9918

E-MAIL: ed@edfast.ca

October 29, 2009

Mr. Stephen Piper

Global Development Institute Associate
University of the Fraser Valley

Dear Sir:

As the Member of Parliament for Abbotsford, I want to strongly endorse efforts by the University of the Fraser Valley to establish a Global Development Studies BA degree.

As the parent of a former UFV student and a keen observer of the rapid development of our local university, I can't imagine a course of studies better suited to our region. Abbotsford has been identified as Canada's third most multicultural community, and any effort to build bridges of understanding to other nations is to be applauded. More importantly, the proposed degree is sure to provide local students with a new set of skills necessary to thrive and excel in the global economy.

Of particular interest to me is the prospect of this new degree providing our students with the knowledge required to engage with the international community in Canada's efforts to resolve the pressing geo-political issues facing the world.

Please feel free to contact me should you wish to confirm my support for this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ed Fast'.

Ed Fast, M.P.
Abbotsford

July 21, 2009



To Whom this May Concern:

This letter is a letter of support for the BA - Global Development Studies being introduced at UFV. The GDS degree will not only have a greater impact more globally, but also will be an asset to the greater Fraser Valley Community.

Abbotsford has a unique demographic which lends its self well to the success of a GDS degree. With a large church attending population and a large SE Asia population there are many opportunities to enhance and prepare students who may have already had plans or hopes to do outreach and need more support and education to help them attain their goals.

As past president of Students for Sustainability, a student organization which promotes sustainability locally and more globally, the GDS degree is an educational opportunity that I foresee students from our organization taking. Already, the GDI has supported SFS and IDSC in a film festival which worked to educate the greater community on global issues in attempts to promote local action. Because sustainability is a very broad objective and is a shared value in greater global development, I can see future students welcoming this opportunity and the GDS degree being a degree that SFS would happily support.

Offering a degree such as the GDS will allow students greater opportunities to develop community and participate in greater causes. In our globalized society, how we live in North America greatly impacts the greater global community and so consequently it is very important that this is acknowledged and is a focal point of education. We cannot go on living compartmentalized lives, and the GDS degree appears to be an effort to help develop real connections and aid in generating a more holistic understanding of our global planet.

Through looking at the values of SFS and the objectives of the GDS degree it is very easy for myself as past SFS presidents and advocate for sustainability to heavily support this degree.

Sincerely,

Melissa Kendzierski

Program Proposal: BA-GDS 2010/10/01



*A Christian
resource
for meeting
human
need*

**Mennonite
Central
Committee**

MCC British Columbia

31414 Marshall Road
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February 19, 2010

Stephen Piper
Global Development Institute Associate
Room D3029
33844 King Road
Abbotsford, BC V2S 7M8

Dear Stephen Piper,

I am writing to express my support for the proposed Bachelor of Arts degree in Global Development Studies at the University of the Fraser Valley. This degree would provide students with the opportunity of gaining first-hand experience in development work and equip them for work in this field. It will also enrich our local community by furthering relationships between development agencies and offering knowledgeable candidates for internships and other employment opportunities.

Global development is strongly supported in the Fraser Valley, with many individuals and businesses supporting the work of the Mennonite Central Committee and other development agencies. I believe many students and persons actively involved in development work would be interested in the BA - Global Development Studies. Furthermore, the degree will increase engagement with the local and international communities and positively impact these communities by providing well-trained graduates ready to make a difference in their world.

The BA - Global Development Studies is a means for people, both young and old, to become educated about the issues facing our world today and to engage in dialogue that brings innovative and sustainable solutions to global problems. Whether these problems are found locally or internationally, they most directly affect those who are most at risk or marginalized, such as the poor, unemployed, women, and victims of civil unrest and natural disasters. As part of an organization that exists to provide relief, development, and peace and justice, I wholeheartedly support the offering of a BA - Global Development Studies e in the Fraser Valley.

Sincerely,

Wayne Bremner
Executive Director
Mennonite Central Committee, BC



November 18, 2009

To: Stephen Piper

I'm writing today to express my support for the proposed Global Development Studies BA Degree being considered at UFV. Allow me to explain some of my reasons why I would fully endorse this direction.

I grew up in Abbotsford and deeply appreciate the rich heritage that this community represents. Since graduating from college, I have spent 25 years in international ministry, in both South-east Asia and Eastern Europe. Though my focus was largely in spiritual formation, cultural and linguistic skills along with a deep concern for justice and physical need was paramount to our service. My wife and I raised our children in Asia and Europe and have a deep love and respect for the peoples of those cultures.

After 25 years we have returned to the Fraser Valley in 2007 where I have taken a position as Pastor of International Mission at South Abbotsford Church. One of our goals is to cast a vision among people to serve among people of all nations, particularly in light of the critical crisis that face many parts of the world today.

It appears to me that Abbotsford is well positioned to play a strategic role in educating and mentoring young people for world development. In comparison with most of the world, we are rich in both economic and human resources, and are a community with strong roots in faith communities. Abbotsford could be a launching point towards making major contributions toward global development in this generation, and this degree at UFV could enhance that vision.

I believe a GDS BA Degree at UFV could be a key component to addressing world need at this time and place in history. With our growing ethnic diversity, and a growing population rich in families and young people, we are well positioned for such a degree. I'm particularly excited about the cross-cultural internship because I believe developmental principles always comes alive when they are lived out within the context of life in another culture.

I wish you the very best as you pursue this direction.

Sincerely,



Doug Harder
Pastor of International Mission

APPENDIX 8: GDS STUDENT INTEREST SURVEY RESULTS

Student surveys were conducted in 2006 and 2009. Both surveys show a high level of student demand for Global Development Studies, easily sufficient to justify the establishment of a program. Of the 481 students surveyed in 2006, 186 (38.7%) responded that they were interested or very interested in obtaining a major in Global Development Studies (then called International and Community Development Studies). Of the 117 students surveyed in 2009, 73 (62.4%) responded that they were interested or very interested in obtaining a major in Global Development Studies. Different samples were used so the surveys are not directly comparable. However, both surveys show that there is a sufficient number of interested students to fill the seats in a GDS program. Additionally, in 2006, 67.6% of students surveyed indicated an interest in taking elective courses in Global Development Studies; in 2009, 78.6% of students surveyed were interested in GDS electives. A vast majority of students in both surveys would support the establishment of a program in Global Development Studies, regardless of whether they themselves would enrol in it.

PART 1: 2006 STUDENT INTEREST SURVEY

The following is excerpted from the final report of the International and Community Development Studies Student Interest Survey by Grace Steyn:

Between February 22, 2006 and April 6, 2006, four hundred and eighty-one (481) UCFV students were surveyed in class. Using the Winter 2006 Timetable, classes were randomly selected using a random number generator. The sample consisted of two levels, the first level being a targeted sample (which included both a randomly-selected targeted sample and a directly targeted sample) and the second level being a randomly selected stratified sample.

The randomly selected targeted sample consisted of classes in the Faculty of Arts and Applied Arts. This includes the Departments of: Communications, English, Geography, History, Modern Languages, Philosophy, Political Science as well as Social Cultural and Media Studies. The directly targeted sample consisted of four classes; all were 200-level classes with a focus on community and international development.

1A. QUANTITATIVE RESULTS

- According to the survey results, 62% of students surveyed are either very interested or interested in taking courses in International Development Studies and 58.2% of students are either very interested or interested in taking courses in Community Development Studies
- 50.7% of respondents claimed that they are either very interested or interested in taking courses in International Development Studies leading to a credential and 46.2% of students maintain that they are either very interested or interested in taking courses in Community Development Studies leading to a credential
- In terms of students' specific interest in various credentials in International and Community Development Studies (ICDS), the following results were found:

Type of Credential	Students Interested or Very Interested (%)
BA degree with a major in ICDS	38.7
BA degree with a minor in ICDS	42.6
Associate of Arts in ICDS	34.7
Certificate in ICDS	42
Option or Concentration in ICDS	46.8

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- In terms of students' interest in participating in academic activities abroad, the following results were found:

Type of Activity	Students Interested or Very Interested (%)
A semester abroad (in ICDS)	39.4
A semester abroad (in another field of study)	64.9
International study tours (2-4 weeks)	34.7
International field schools (2-4 months)	25.8
International internships (3-4 months)	42
International volunteer work	38.5
Not interested in any of the above activities	17.3

- 81.7% of respondents would support the establishment of a program in Global Development Studies at UFV even if they would not themselves enrol in it.

1B. QUALITATIVE RESULTS

Students made various suggestions, comments, and statements of support for the development of a program with an international component. A few of the comments follow:

"I support the development of this program because this field has tremendous room to improve at this school. I want to get a major in this International Development program, and unfortunately I will need to transfer to another school."

"I think it would be an invaluable program to offer that would broaden the scope of learning for many students. It would also greatly increase awareness of other parts of the world and lead to greater understanding of our position in the international world."

"I support such an act as I believe it to be a cornerstone in developing a university worthy of the name. Furthermore, it would enrich the community in which we live and work."

PART 2: 2009 STUDENT INTEREST SURVEY

In March and April 2009, one hundred and seventeen (117) UFV students were surveyed in selected classes and two focus groups. The sample was directly targeted in order to verify the persistence of student demand demonstrated in the 2006 student survey.

The 2009 targeted sample consisted of students in 200- and 300-level development-related classes in Geography, Sociology, Anthropology, Latin American Studies, Modern Languages and TESL as well as students who attended two information sessions on Global Development Studies.

2A. QUANTITATIVE RESULTS

The following results outline student support for the establishment of Global Development Studies at UFV.¹⁰

- According to the survey results, 85.5% of students surveyed are either very interested or interested in taking courses in Global Development Studies.
- 78.6% of respondents claimed that they are either very interested or interested in taking courses in Global Development Studies leading to a credential.
- In terms of students' specific interest in various credentials in Global Development Studies, the following results were found:

Type of Credential	Students Interested or Very Interested (%)
BA degree with a major in GDS	62.4
BA degree with a minor in GDS	68.7
Associate of Arts in GDS	62.6
Certificate in GDS	70.7
Option or Concentration in GDS	73.1

- In terms of students' interest in participating in academic activities abroad, the following results were found:

Type of Activity	Students Interested or Very Interested (%)
A semester abroad (in GDS)	71.8
A semester abroad (in another field of study)	64.1
International study tours (2-4 weeks)	74.4
International field schools (2-4 months)	65.0
International internships (3-4 months)	66.7
International volunteer work	67.5
Not interested	6.8

- 96.5% of respondents would support the establishment of a program in Global Development Studies at UFV even if they would not themselves enrol in it.

2B. QUALITATIVE RESULTS: STUDENT COMMENTS

Students made various suggestions, comments, and statements of support for the development of a Global Development Studies program at UFV. A few of the comments follow:

"I think travel abroad gives students a broader picture of what the world is really like and that this (travel abroad) is an excellent way to introduce students to international development."

"I am very interested in this program. I will be completing my Bachelor of Arts in the Fall semester of this year (2009), but would definitely come back to UFV to obtain a degree in Global Development. I am very excited about the practical skills that will be gained by this degree and would rather continue my studies at UFV than another university!"

¹⁰ Students were also asked about their interest in International Studies in the 2006 and 2009 surveys. Students showed a similarly high level of interest in International Studies. This suggests that UFV should also consider other avenues for internationalizing its curriculum.

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"Sounds like an amazing program. I'd have loved to enrol in it—exactly what I was trying to cater my Geography degree to. I fully support this program. It will provide students with skills rather than predominantly theory."

"As UFV grows, it is important to have a good relationship to the international world, that is, to foster a student into the world stage. Having this option would be viable for the university."

"The implementation of these courses is critical to the establishment of UFV as a distinguished university."

"I would have loved to have been able to do a semester abroad. If UFV had offered a minor in global development, I would have seriously considered it."

"I think a program of this type is an excellent idea and one that students would receive well, especially since Abbotsford is a growing ethnic population!"

"I think the program would be wonderful! I wish it was implemented years ago—it probably would have changed my schooling focus."

APPENDIX 9: LABOUR MARKET INFORMATION SUMMARY REPORT

Labour Market Information Summary Report for
NOC 4164: "Social Policy Researchers, Consultants and Program Officers"
Featured Careers: - International Aid and Development Project Officer
- Humanitarian Aid Worker

Anjuli Zukowski, BA

GDI Research Assistant

University of the Fraser Valley

October 2, 2009

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Introduction

Employment agencies and programs increasingly recommend that their clients submit labour market information (LMI) summary reports as part of their request for government funding to help them achieve their career goals. A typical LMI report outlines the current status of the career the individual wishes to pursue, the qualifications relevant to that career, and an argument as to why he/she should receive government support. Employment research shows that easily accessible, high-quality labour market information can “improve both the short- and long-term matches of labour supply and demand, ensuring that individuals acquire the skill sets required by employers for today’s dynamic labour market.”¹¹ Due to the expensive nature of skills upgrading, education, training, career choice, and hiring decisions, informed consumers who use LMI efficiently can improve their odds for achieving labour market success.¹²

Similarly, labour market information can be interpreted by educators to best aid students in their education and career paths. This LMI summary report is intended to help demonstrate the need for a Global Development Studies Bachelor of Arts Program at the University of the Fraser Valley (UFV). The report outlines the current status of careers within the National Occupational Classification (NOC) category of “Social Policy Researchers, Consultants and Program Officers” or NOC 4164. More specifically, it highlights information on the careers of “International Aid and Development Project Officer” and “Humanitarian Aid Worker,” which both fall under NOC 4164. These two careers are featured as they represent a couple of the foremost careers in the field of Global Development that UFV students could start working towards in their undergraduate studies. The research outlined in this report supports the grounds for introducing the proposed Global Development Studies BA degree at UFV as it will only serve to advance the career and life aspirations of UFV students.

1. Job Description *Source: Choices 2009 & careercruising.com*

International aid and development project officers conduct research, develop policy, and plan, implement and administer programs in international aid and international development. These officers typically plan, organize, and administer foreign aid and international development policies and programs, consult and advise on policy issues; coordinate information and develop policies and programs.

Some **humanitarian aid workers** work in the area of disaster relief, while others work with people in underdeveloped countries and regions so that they can become more self sustaining. They fill many different roles, such as computer specialists, writers, or researchers. Some are engineers, agronomists, sanitation specialists, or teachers. Others are program managers, accountants, human resources managers, or warehouse supervisors. Regardless of their field, however, the goal of aid workers is the same: to help improve the quality of life for people less fortunate than themselves.

¹¹ Woods, J. and O’Leary, C. (2007) “Principles of Labour Market Information,” in Upjohn Institute Employment Research, 14:3, Jul 2007, 6. Accessed October 2, 2009 from http://www.upjohninst.org/publications/newsletter/jw-co_707.pdf

¹² Ibid, 4.

2. Employment Requirements *Source: Choices 2009 & careercruising.com*

2.1 Education and training *Source: careercruising.com*

Completion of a Bachelor's degree or College diploma in a social science or related discipline, or in business administration is usually required. A Master's degree in a social science or related discipline or in business administration may be required. Depending on the field of work, several years' experience, specialized training or certification may be required. Most recent entrants have a graduate degree, and almost two in five have an undergraduate university degree.

2.2 Other suggested qualifications and characteristics *Source: careercruising.com (Interviews)*

"You must be good at adapting to work in different cultural environments. Excellent observation and analysis skills are a must in order to work in a new country, as you have to understand the various economic and social situations."

"Cultural sensitivity and openness to other culture. An interest in and knowledge of global issues."

3. Earnings *Source: Choices 2009, Statistics Canada & careercruising.com*

Social policy researchers, consultants and program officers generally earn between \$40,000 and \$50,000 a year. The average salary is around \$46,000 a year. Factors affecting income include education, experience, employer, and geographical location.

Tables 3.1 and 3.2 outline the average annual earnings and hourly salary for the group "Social Policy Researchers, Consultants and Program Officers".

Table 3.1 Average annual earnings for full-time year work (2000 Canadian Census) *Source: Choices 2009 and Statistics Canada*

Earnings (2001)—Annual income (Full-time work)	
Canada	\$49,333
Alberta	\$48,755
British Columbia	\$48,001
Manitoba	\$44,227
New Brunswick	\$42,750
Newfoundland	\$41,466
Nova Scotia	\$44,917
Ontario	\$51,561

Quebec	\$48,897
Saskatchewan	\$45,418

Table 3.2 Wage information: Vancouver and Lower Mainland Southwest, BC (Reference Period: July 2006-June 2007) *Source:* labourmarketinformation.ca

Category	<u>Average Wage</u> (\$/hour)	<u>High Wage</u> (\$/hour)	<u>Low Wage</u> (\$/hour)
<u>General Wage</u>	21.66	31.90	12.50

Humanitarian aid workers typically start their careers as volunteers as volunteer experience is often required to get a paid position with an aid organization. Volunteers may earn anywhere from \$0 to \$500 per month, depending on whether the organization's budget can accommodate a stipend.

For aid workers in paid positions, earnings vary depending on the type of work done, the budget of the organization or a specific project, and whether they are working on a full year salaried basis or on a contract basis. Their salaries vary greatly depending on the nature of the duties they perform. Generally, however, earnings are comparable to the amounts earned by those working in similar positions in other industries. For example, yearly earnings for clerical and secretarial staff range from around \$25,000 to over \$45,000. Project officers may make about \$40,000 to \$60,000 a year. Managers' salaries range from about \$40,000 to over \$65,000 a year. Directors of projects and organizations can make anywhere from \$50,000 to \$100,000 a year.

4. Nature of Work *Source:* Choices 2009

International aid and development project officers conduct research, develop policy, and plan, implement and administer programs in international aid and international development. They are employed by government departments and agencies, consulting establishments, professional associations, research institutes, non-government organizations, international organizations or they may be self-employed.

4.1 Job title examples *Source:* hrdc.gc.ca

Aboriginal affairs development officer

Community social development officer

Human rights commission officer

Immigrant settlement liaison officer

International aid and development project officer

International relations specialist

Public rights co-ordinator

Refugee affairs program officer

Social policy analyst

Social survey researcher

Status of women's directorate policy analyst

5. Employment Prospects *Source: JobFutures.ca*

According to Service Canada (JobFutures.ca), employment prospects for social policy researchers, consultants and program officers in Canada should remain 'fair.' The employment rate should grow about as fast as the average for all occupations. An increase in employment opportunities should open up as the retirement rate will likely be above average; however, the number of job seekers will likely exceed the number of job openings. Also, prospective employees in this field will face competition with recent graduates, unemployed workers, and immigrants. Employment opportunities are better for those who have appropriate post-secondary education, as most recent entrants have a graduate degree, and almost 2 in 5 have an undergraduate university degree.

6. Employment Outlook

Local and national job advertisements posted in 2009 reveal that the employment prospects for the field of Global Development are 'fair', which supports government statistical predictions.

Table 6.1 2009 Job postings relevant to the Global Development field

Job Title	Employer	Location	Education Qualifications	Source
Analyst, Integrated Threat Assessment Centre (ITAC)	Canadian Security Intelligence Service (CSIS)	Ottawa, Ontario	Undergraduate degree in international studies, political science, conflict studies of history or a related program	http://www.csis-scrs.gc.ca/crrs/pprnts/2009-0017-eng.asp
Communications Specialist	Katimavik	New Westminster, British Columbia	Undergraduate degree in a related field such as public relations, journalism or communications.	http://www.katimavik.org/job-42/Communications-and-Development-Coordinator
Deputy Director, Monitoring and Evaluation	Right To Play	Toronto, Ontario	Masters degree in social sciences or international development.	http://www.reliefweb.int/rw/res.nsf/db900sid/OCHA-7SMMQJ?OpenDocument
Director of Development	Ecojustice	Vancouver, British Columbia or Toronto, Ontario	Undergraduate degree preferred, advanced degree a plus, with focus on development/fundraising management degree or program if possible.	http://www.charityvillage.com/cvnet/viewlisting.aspx?id=200090&eng=True&fs=True

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Information Officer, P4	United Nations Environment Programme (UNEP)	Montreal, Quebec	Advanced university degree in journalism, environmental, social or political sciences, business/public administration or related area. A first-level university degree along with qualifying experience may be accepted in lieu of the advanced university degree.	http://www.reliefweb.int/rw/res.nsf/db900sid/OCHA-7V8GMK?OpenDocument
Resource Development Coordinator	Association for Women's Rights in Development (AWID)	Toronto, Ontario or Mexico City (preferred, but flexible)	Graduate or undergraduate degree in social sciences or related field. Familiarity with human rights frameworks, women's human rights, gender and development.	http://www.charityvillage.com/cvnet/viewlisting.aspx?id=201925&eng=True&fs=True

7. BC Employment Trends *Source: Work Futures*

Tables 7.1 and 7.2 provide basic information on the workforce trends for social policy researchers, consultants and program officers based on the 2006 Canadian Census.

Table 7.1 Workforce characteristics

This Occupation in Comparison to other Occupations		
Employed (size of occupation)	2,385	Average
Full-time Salary (full year)	\$52,795	Average
% working full-time (full year)	58%	Average
% of employees who are women	71%	Above Average

Table 7.2 Employment by region

	This Occupation (%)	All Occupations (%)
Vancouver Island and Coast	24	17
Lower Mainland -- Southwest	59	60
Thompson -- Okanagan	6	11
Kootenay	2	4
Cariboo	4	4
North Coast, Nechako, and Northeast	5	4

8. Social Policy Researchers, Consultants and Program Officers- at a glance *Source: Jobfutures.ca*

Figure 8.1 Average hourly earning

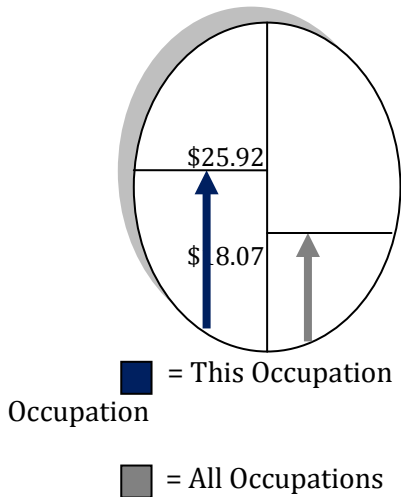


Figure 8.2 Average unemployment

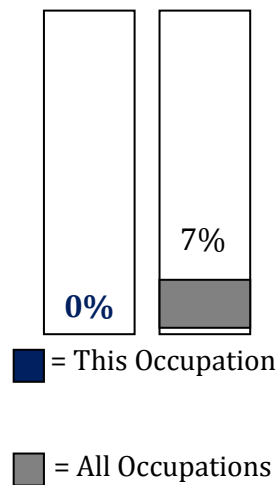
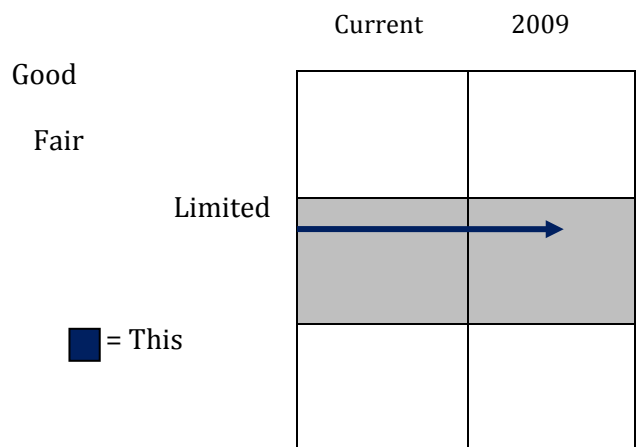


Figure 8.3 Outlook



9. Working Conditions *Source: careercruising.com & Choices 2009*

International aid and development project officers are employed by government departments and agencies, consulting establishments, professional associations, research institutes, non-government organizations, international organizations or they may be self-employed.

Humanitarian aid workers work for aid agencies, churches, and governments. Though aid workers may carry out the same kinds of tasks as their counterparts in business and industry, their working environment is usually very different. The country they are working in may be one that has been torn apart by a war or natural disaster.

Working and living conditions vary depending on the type and location of aid work being done. In countries where there is armed conflict or underdeveloped infrastructure, workers may experience various threats and risks to their lives. Conditions for workers in more developed countries (or even in large towns in underdeveloped countries) are typically better, though still very different to those in their home country.

Hours of work for humanitarian aid workers vary. Those working in emergency situations may not have a choice as to when they work. Those working as teachers or as program managers tend to have more regular working hours.

10. Education and Training: "Humanitarian Aid Workers" *Source: careercruising.com*

Humanitarian work requires workers from a wide variety of disciplines and therefore, educational requirements vary accordingly. For instance, some humanitarian aid workers are medical specialists, while others specialize in logistics or development economics.

Individuals who intend to pursue a career in business and community development should consider combining studies in the areas of economics, business administration, development, and perhaps urban planning. Those who

want to become managers in the community and/or international development field may want to consider taking courses in project management.

Courses in international law and politics, cross cultural communication, and international development are useful, regardless of the area of intended specialization.

In addition to academic qualifications, overseas volunteer experience is also considered an important factor by aid and development organizations in their hiring practice. These organizations prefer to hire applicants that have cross-cultural awareness and communications skills.

Those who intend to work abroad would also benefit from learning to communicate in other languages.

11. Skills Requirements *Source: Choices 2009 & careercruising.com*

Most employers who advertise for **Humanitarian aid workers** and **International aid and development project officers** are looking for workers who have the following experience and skills:

11.1 Experience: 2-10 years

11.2 Specific skills

- **Coordinating** – Determining the time, place and sequence of operations or actions to be taken based on analysis of data; executing determinations and/or reporting events.
- **Instructing – Consulting** – Teaching subject matter to others, giving advice or training others through explanation, demonstration and supervised practice; making recommendations on the basis of subject matter expertise.

11.3 Transferable work content skills

- Formulating program policy and goals (high level)
- Interpreting social science data (high level)
- Planning and giving information and help (high level)

11.4 Essential skills

- Communication (oral and written), teamwork, interpersonal, leadership, problem solving, analytical, decision making, job task planning and organizing, document use, and continuous learning.

12. National Skills Requirements *Source: charityvillage.com, reliefweb.int & hrsdc.gc.ca*

The following skills were frequently included as key qualifications in the 2009 job advertisements outlined in Table 6.1.

12.1 Communication and documentation skills

Highly developed communication (spoken, written, online, public speaking and presentational) skills. Demonstrated cross-cultural communication skills. Experienced in website design and management. Exceptional interpersonal, collaborative and conflict resolution skills. Excellent research and analytical skills.

12.2 Job task planning and organizing skills

Ability to set objectives, prioritize tasks, meet deadlines and allocate resources in an efficient and strategic manner. Strong at multi-tasking.

12.3 Project planning, evaluation and management skills

Strong project, people, and budget management skills. Effective conflict management skills. Able to handle multiple concurrent time-sensitive projects. Good accounting skills. Excellent problem-solving skills and strategic planning skills. Effective needs assessment and resource development skills.

13. Choices Ability Profiler: Aptitude Requirements for International Aid and Development

Project Officer *Source: Choices 2009*

Table 13.1 outlines aptitudes required of international aid and development project officers. Aptitude requirements reflect the abilities which facilitate the learning of some occupational tasks. Significant aptitudes for this occupation are marked.

Table 13.1 Aptitude requirements for International aid and development project officer

Scores	Significant Aptitudes	Bottom 10%	Bottom Third	Middle Third	Top Third	Top 10%
General Learning Ability	◇					
Verbal Ability	◇					
Numerical Aptitude						
Spatial Perception						
Form Perception						
Clerical Perception						
Eye-hand Coordination						
Finger Dexterity						
Manual Dexterity						

Conclusion

Introducing a Global Development Studies BA degree to UFV would be a valuable investment. Labour market information shows that employment prospects are 'fair' for Social policy researchers, consultants and program officers (Sections 5 and 8). Expanding UFV's focus to the field of International Development would thus translate into local and overseas jobs for UFV students. Being located in the Fraser Valley increases students' future employment prospects, as the percentage of social policy researchers, consultants and program officers employed in the Greater Vancouver region is significantly higher than in other regions of British Columbia (See Table 7.2).

Current job postings in the International Development field reveal the demand for candidates who have highly developed skills in: communication and documentation; job task planning and organizing; and project planning, evaluation and management. A GDS program would help UFV students develop these skills and the theoretical foundations essential for advancement in their field. Students who graduate from such a program will have a more competitive edge in the labour market. This is supported by the qualification requirements in the 2009 job advertisements (See Table 6.1 and Section 12), which demonstrate the need for students to develop skills sets and knowledge bases specific to the careers they wish to pursue.

To conclude, employment research for Humanitarian aid workers and International aid and development officers shows that people who have cross-cultural experience and expertise have better chances for labour market success in the International Development field, than those who do not. This suggests that the earlier university students can obtain the skills sets, experience, and knowledge needed to advance in that field, the better. Thus, the University of the Fraser Valley can facilitate students' pursuit of a fulfilling career in community and international development by offering the Global Development Studies BA degree program.

APPENDIX 10: SAMPLE JOB POSTINGS (2009)

The following is a sample of recent job postings in the field of International and Community Development. The qualifications outlined in the job descriptions demonstrate the desirability of a Global Development Studies (GDS) Bachelor of Arts degree with an additional minor or thematic option. By concentrating on a particular area of study in addition to the core course load, GDS students will have a competitive edge as they enter graduate studies or the workforce.

ANALYST, INTEGRATED THREAT ASSESSMENT CENTRE (ITAC)

Employer: Canadian Security Intelligence Service (CSIS)

Source: <http://www.csis-scrs.gc.ca/crrs/pprtns/2009-0017-eng.asp>

Academic Qualifications

- Undergraduate degree in international studies, political science, conflict studies of history, or a related program.

Communication and Documentation

- Excellent analytical, research and communication skills
- Familiar with various research tools
- Experienced in presentation design

Project Design, Evaluation & Management

- Experienced with providing advice and/or recommendations

COMMUNICATIONS MANAGER

Employer: The Association for Women's Rights in Development (AWID)

Source: <http://www.charityvillage.com/cvnet/viewlisting.aspx?id=202196&eng=True&fs=True>

Academic Qualifications

- University degree in communications or a related field. Courses in women's or feminist studies considered an asset.

Communication and Documentation

- Experience writing, editing and producing a wide range of print publications
- An ability in developing and implementing an organizational visual identity or branding strategy
- Excellent online communications and website management

Project Design, Evaluation & Management

- Experience supervising staff and consultants
- Strong project and people management skills
- Effective conflict management skills

Gender Studies

Program Proposal: BA-GDS 2010/10/01

- Experience in a senior communications role, preferably in women's rights or a non-profit setting
- Must understand the role that communications play in advancing women's rights

COMMUNICATIONS SPECIALIST (COMMUNICATIONS AND DEVELOPMENT COORDINATOR)

Employer: Katimavik

Source: <http://www.katimavik.org/job-42/Communications-and-Development-Coordinator>

Academic Qualifications

Undergraduate degree in a related field such as public relations, journalism or communications.

Communication and Documentation

- 2-3 years experience in a related field
- Ability to build positive relations with key stakeholders
- Excellent communication and presentation skills

Project Design, Evaluation, & Management

- An ability to manage several functions simultaneously, while directing the activities of others
- Ability to set objectives, meet deadlines and allocate resources in an efficient and strategic manner
- Ability to develop national plans and adapt these to create regionally appropriate local strategies
- Demonstrated innovative recruitment strategies

DATA AND WEBSITE ADMINISTRATOR

Employer: Habitat for Humanity Calgary

Source: <http://www.charityvillage.com/cvnet/viewlisting.aspx?id=202150&eng=True&fs=True>

Academic Qualifications

- No specific degree or program listed.

Communication and Documentation

- Database management and web design experience
- Strong writing skills
- Advanced working knowledge of the Adobe CS3 Network

Project Design, Evaluation, & Management

- Strategy development and social network fundraising experience
- Successful management of concurrent projects and competing priorities
- Able to communicate and effectively train volunteers

DEPUTY DIRECTOR, MONITORING AND EVALUATION

Employer: Right to Play

Source: <http://www.reliefweb.int/rw/res.nsf/db900sid/OCHA-7SMMQJ?OpenDocument>

Academic Qualifications

Program Proposal: BA-GDS 2010/10/01

- Masters degree in social sciences or international development; training and certification in monitoring and evaluation.

Communication and Documentation

- Superb writing skills and the ability to produce a range of documents styles for different audiences
- Computer proficiency in word processing, database, spreadsheet and graphics presentations, and one or more of the following statistical programs: SPSS, STATA, SAS

Project Design, Evaluation, & Management

- Training in project management
- 7-10 years work experience in monitoring and evaluation in the international development context
- Strong at multi-tasking and managing a series of long-term complex change projects
- An ability to plan strategically and to translate strategy into operational plans

Human Security, Peace & Development; Sustainable Community Planning & Development; Gender Studies

- A strong working knowledge of issues related to development and humanitarian programming (health, education, community development, refugee and internally displaced populations, gender equity, inclusion and advocacy)

DEVELOPMENT AND OUTREACH COORDINATOR

Employer: Human Rights Watch (HRW)

Source: <http://www.reliefweb.int/rw/res.nsf/db900sid/OCHA-7UNPTB?OpenDocument>

Academic Qualifications

- A Bachelor's degree or equivalent experience is required.

Communication and Documentation

- Strong oral and written communication skills
- Familiar with web design
- Excellent research and proposal writing skills

Project Design, Evaluation, & Management

- A minimum of two years of experience working in a fundraising or administrative support role
- Experience in accounting, managing large fundraising events and working with donor databases
- Experienced with recruiting, training and supervising staff
- Ability to manage budgets and handle accounting responsibilities

DIRECTOR OF DEVELOPMENT

Employer: Ecojustice

Source: <http://www.charityvillage.com/cvnet/viewlisting.aspx?id=200090&eng=True&fs=True>

Academic Qualifications

- Undergraduate degree preferred, advanced degree a plus, with focus on development and fundraising management degree or program if possible.

Communication and Documentation

- Excellent oral and written communication skills
- Foundations prospecting, cultivation, program design, and grant writing
- Fundraising software and information management
- Technologically savvy

Project Design, Evaluation, & Management

- 5-7 years of proven experience leading a complex fundraising program in an organization
- Demonstrated experience and skill in managing people and budgets
- Demonstrated experience and skill in strategic planning, prioritizing, multi-tasking, organizing and stewarding projects and plans

INFORMATION OFFICER, P4

Employer: United Nations Environment Programme (UNEP)

Source: <http://www.reliefweb.int/rw/res.nsf/db900sid/OCHA-7V8GMK?OpenDocument>

Academic Qualifications

- Advanced university degree (Master's or equivalent) in journalism, environmental, social or political sciences, business/public administration or related area. A first-level university degree in combination with qualifying experience may be accepted in lieu of the advanced university degree.

Communication and Documentation

- Highly developed communication (spoken, written, public speaking and presentational) skills
- Ability to draft speeches, press releases, presentations and other official statements for management

Project Design, Evaluation, & Management

- Ability to translate complex technical and policy issues and concepts into practical guidance for staff
- Excellent planning/organising skills and ability to coordinate the work of others, work to tight deadlines and handle multiple concurrent projects
- Practice identifying clients' information needs and matching them with appropriate solutions

Environment & Development

- At least seven years experience in the area of environmental project management including some at the international level in the field of sustainable development or environment related programmes.

PROGRAM MANAGER, INTERNATIONAL PROGRAMS

Employer: War Child Canada

Source: <http://www.reliefweb.int/rw/res.nsf/db900sid/OCHA-7UZRRX?OpenDocument>

Academic Qualifications

Advanced degree in international relations, law, business or degree relevant to international development preferred. Certificate in international program management preferred.

Communication and Documentation

- Excellent verbal and written communications skills.

Project Design, Evaluation, & Management

- Minimum of 2 years experience in project design, implementation, coordination, and management
- Proficiency in budget development/management
- An ability to multi-task and manage multiple time-sensitive priorities
- Excellent problem-solving skills and analytical and strategic planning skills

Human Security, Peace and Development

- Experience with projects related to education, legal aid, protection and/or livelihoods
- Experience working and managing projects in conflict-affected environments

RESOURCE DEVELOPMENT COORDINATOR

Employer: The Association for Women's Rights in Development (AWID)

Source: <http://www.charityvillage.com/cvnet/viewlisting.aspx?id=201925&eng=True&fs=True>

Academic Qualifications

- Graduate or undergraduate degree in social sciences or related field.

Communication and Documentation

- At least 3 years experience in writing grant proposals and funder reports
- Excellent cross-cultural communication skills
- Excellent written and verbal communication
- Excellent computer skills

Project Design, Evaluation, & Management

- At least 3 years experience in fundraising and resource development in a non-profit organization
- Excellent organizational and project management skills
- Familiarity with spreadsheets, budgets, financial reports

Human Security, Peace and Development; Gender Studies

- Familiarity with human rights frameworks, women's human rights, gender and development.
- Familiarity with women's human rights/ gender and development

VICTIM SUPPORT WORKERS

Employer: Surrey Women's Centre Society

Source: <http://www.charityvillage.com/cvnet/viewlisting.aspx?id=139811&eng=True&fs=True>

Academic Qualifications

- Related post-secondary degree or diploma; and/or combination of education, training and experience.

Communication and Documentation

- Exceptional interpersonal and conflict resolution skills
- Relevant computer knowledge and administrative skills

- Ability to liaise between a variety of stakeholders

Project Design, Evaluation, & Management

- Maintain appropriate personal and professional boundaries

Human Security, Peace and Development

- Working knowledge of the criminal justice system
- Provide respectful service to highly marginalized groups
- Ability to make comprehensive risk assessments, identify safety concerns, and support individuals in reducing risks
- Demonstrated experience providing support to individuals impacted by violence
- Knowledge of local resources

YOUTH HOST WORKER

Employer: Catholic Crosscultural Services

Source: <http://www.charityvillage.com/cvnet/viewlisting.aspx?id=202866&eng=True&fs=True>

Academic Qualifications

- Post secondary education in a related field from recognized institution or equivalent experience.

Communication and Documentation

- Demonstrated cross-cultural communication skills
- Excellent oral and written English skills
- Accurately record service delivery statistics

Project Design, Evaluation, & Management

- Excellent planning, interpersonal, organizational and time management skills

Human Security, Peace and Development

- Knowledge of issues and barriers experienced by newcomer youth
- Knowledge and sensitivity to issues and policies affecting youth immigrant and refugee communities

Sustainable Community Planning & Development

- Excellent knowledge of community resources and services

Ability to collaborate and work with other service provider.