



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

<b>Course Code and Number:</b> AIS 401	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>										
<b>Course Full Title:</b> Reflective Practice: Reconciliation and Reciprocity <b>Course Short Title:</b> Reconciliation & Reciprocity											
<b>Faculty:</b> Faculty of Social Sciences	<b>Department (or program if no department):</b> Arts & Integrated Studies										
<b>Calendar Description:</b> Students participate in a community of practice to develop a transfer of learning plan and an individualized reciprocity action plan that supports their reconciliation efforts and relationships toward decolonial futures.  Note: Students with credit for ARTS 401 cannot take this course for further credit.											
<b>Prerequisites (or NONE):</b>	Instructor or department permission.										
<b>Corequisites (if applicable, or NONE):</b>											
<b>Pre/corequisites (if applicable, or NONE):</b>											
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>ARTS 401</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Credit/No Credit</b> Delivery Mode: <b>Condensed only</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>										
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table>	Lecture/seminar	20	Tutorials/workshops	25					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: this course is only available to students in specific UFV associate certificates.
Lecture/seminar	20										
Tutorials/workshops	25										
<b>Total hours</b>	<b>45</b>										
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>										
<b>Department approval</b>	<b>Date of meeting:</b> January 2023										
<b>Faculty Council approval</b>	<b>Date of meeting:</b> February 10, 2023										
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> October 27, 2023										

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Contribute to a community of practice.
2. Reflect on the process and product of learning through the lens of the five R's. (e.g., relationships, respect, relevance, reciprocity, and responsibility).
3. Practice using interlocutor skills.
4. Articulate a personalized transfer of learning plan.
5. Produce an individualized reciprocity action plan.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	40%	%	%
Holistic assessment:	60%	%	%

**Details:**

Holistic assessments may include:

- Circle work
- Journal writing
- Engagement in community of practice activities (e.g., brainstorming, storytelling, story listening)
- Collaborative facilitation
- Reflective sharing

Assignments:

- Transfer of learning plan (delivered in circle)
- Submission of an individual reciprocity action plan

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Seminars, group activities and circle work.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Indigenous knowledge	Fyre Jean Graveline	Circleworks: Transforming Eurocentric Consciousness	1998
2. Textbook	Christina Baldwin and Ann Linnea	The Circle Way: A Leader in Every Chair	2010
3. Article	Leah Decter	Walking Unsettling Depremacy: A preliminary proposition for questioning the right to go anywhere	2022
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Forming a community of practice
  - The circle way
    - How to use the talking piece
    - How to speak with intention
    - How to listen with attention
    - What it means to have a leader in every chair
  - Building knowledge together practice
    - Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
  - Reflexive practice
  - Interlocutor practice
  - Critical walking methodologies
- Individual learning related to:
- Storytelling
  - Stewardship
  - Art and design
  - Reconciliation action planning