



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**June 16, 2023 - 10:00 AM**  
**A225**

**AGENDA**

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**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

3 - 6      **2.1. UEC draft minutes: April 21, 2023**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

7 - 10      **3.1. Adult Education**  
Review with changes including prerequisites: ADED 390

MOTION: To approve the ADED 390 course outline as presented.

11 -      **3.2. Communications**  
14      Review with changes including prerequisites: CMNS 280

MOTION: To approve the CMNS 280 course outline as presented.

15 -      **3.3. Political Science**  
25      New course: POSC 297, Introduction to Public Policy  
         New course: POSC 315, Canadian Public Policy

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

**4. OTHER BUSINESS/DISCUSSION ITEMS**

26 -      **4.1. Terms of Reference**  
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**4.2. UEC Chair, 2023/24**

**4.3. Transfer Credit Subcommittee report**

**4.4. APPC report**

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**4.5. Senate report**

**4.6. Senate Teaching and Learning Committee report**

**4.7. Policy Subcommittee report**

**5. INFORMATION ITEMS**

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**5.1. Annual report to Senate**

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**5.2. 2023/24 UEC membership and meeting schedule**

**5.3. Policies submitted for university-wide consultation** (feedback due June 21, 2023)

Course Repeat policy (86)

English Language Requirement policy (99)

**5.4. Minor course changes**

CIVI 202

**6. ADJOURNMENT**



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

April 21, 2023  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Teresa Arroliga-Piper, Vlad Dvoracek, Claire Hay, Bobby Jaswal, Nicholas Johnson, Amber Johnston, Selena Karli, Randy Kelley, Dana Landry, Catherine Liao, William Maher, David McGuire, Linda Pardy, Samantha Patridge, Vanessa Radzinski, Ravneet Sohal, and Shel Stefan

**ABSENT:** Ian Affleck, Claire Carolan, Shirley Hardman, Olivia Jackson, Carl Janzen, and David Johnston

**GUESTS:** Chris Campbell, Marla Fralick, Marlene Murray, Renee Prasad, Tanya Vanpraseuth

**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes: March 24, 2023**

##### **MOTION:**

To approve the draft minutes as amended, with the following changes to 3.12, Global Development Studies:

- "Concerns include" changed to "Concerns raised at the meeting included".
- Second half of last sentence deleted.

CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Agriculture**

Review with changes including title and total hours: AGRI 123, 129, 183

Review with changes: AGRI 124, 248

Review with changes including total hours: AGRI 204, 272

Review with changes including title, pre/corequisites, and total hours: AGRI 212, 371

Review with changes including pre/corequisites and total hours: AGRI 220

Review with changes including prerequisites: AGRI 311

Review with changes including pre/corequisites: AGRI 321, 323, 327

Review with changes including title and pre/corequisites: AGRI 324

##### **MOTION:**

To approve the AGRI course outlines as amended:

- AGRI 324 and 327 pre/corequisites changed from "AGRI 124 and AGRI 129" to "AGRI 124 or AGRI 129".

CARRIED

##### **3.2. Adult Education**

Review with changes including prerequisites and pre/corequisites: ADED 365, 405

**MOTION:**

To approve the ADED course outlines as presented, effective September 2023.  
CARRIED

**3.3. Philosophy**

Discontinuation: PHIL 305, 310, 323, 325, 360, 367, 371, 372

**MOTION:**

To approve the discontinuation of PHIL 305, 310, 323, 325, 360, 367, 371, and 372 as presented.  
CARRIED

**3.4. Arts**

Changes to program requirements: Liberal Arts diploma

**MOTION:**

To approve the changes to the Liberal Arts diploma as amended, effective September 2023:

- Writing foundation: "One of CMNS 125, ENGL 105, an A in English Studies 12 or English First Peoples 12, an A in ENGL 091, or an A in ENGL 099" changed to "CMNS 125 or ENGL 105, or an A in one of..."
- Scientific literacy: GEOG 117 (discontinued) removed.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS****4.1. Communication with Curriculum Committees**

Part of UEC's August retreat focused on ways to better communicate with curriculum committees. Recommendations from the retreat included expanding the options for early curriculum committee consultation with UEC Screening, and ensuring that each curriculum committee has representation at UEC.

Additional suggestions:

- UEC Chair and Assistant will attend curriculum committee meetings upon request
- Reinstate August orientation for department heads, department assistants, and curriculum committee representatives to review the program and course approval process
- Visual media such as infographics and videos, possibly made available on Blackboard
- Infographic for UEC Screening Subcommittee to explain each person's role
- Checklist of items to look for when reviewing course outlines
- Recommend early consultation with Screening, particularly when revising a large number of courses
- Encourage use of IR's self-serve dashboard to access data that can be used as evidence to support rationale for changes

**4.2. UEC Terms of Reference**

UEC is asked to review the committee's Terms of Reference on an annual basis.

Membership composition is intended to include at least one member from each faculty, but not all curriculum committees are typically represented. Possible ways to ensure a broad representation at UEC were discussed. The following language was suggested for "UEC Liaison" positions: "If a Faculty Council Curriculum Committee is not otherwise represented on the committee in the roles listed above, they may nominate a representative to sit on the committee in a non-voting capacity." UEC could also make it more well-known that meetings are open to anyone that wishes to attend.

It was also noted that the current membership composition allows for "two deans or associate deans", but since associate deans are no longer included in the Deans Council, this should be changed to include at least one dean.

Proposed revisions will come to the next UEC meeting for further discussion and recommendation to the Senate Governance Committee.

**4.3. APPC report**

No report was presented.

**4.4. Senate report**

No report was presented.

**4.5. Senate Teaching and Learning Committee report**

S. Patridge presented some data on student study habits and strategies. Items discussed included some challenges in teaching and learning and curriculum, expansion of the teaching awards, revisions to the Institutional Learning Outcomes with the Teaching and Learning Advisory Committee, and the upcoming Connected conference.

**4.6. Policy Subcommittee report**

A draft of the Course Repeat policy (86) has been sent to the Senate Governance Committee (SGC).

Draft revisions to the English Language Proficiency Requirement policy (99) will come to UEC next month, and a subcommittee with expertise in language requirements and English proficiency exam scores will be formed to update the standards associated with the policy.

Other policies currently under review include the Grading System policy (101), Course Credits policy (105), Credentials policy (64), Subsequent and Concurrent Degree Policy (98), and Order of Registration policy (95).

*Note: The UEC Policy Subcommittee decided in May to submit the Policy 99 draft to SGC for consultation, and establish a subcommittee to update the standards once the revisions have been approved.*

**5. INFORMATION**

**5.1. UEC Resources**

- [Program and Course Approval Procedures](#)
- [Approval processes and flowcharts](#)
- [Curriculum Quality Guidelines](#)
- [Course development](#)
- [Program changes](#)
- [New program development](#)
- [Integrated Strategic Plan](#)

**6. ADJOURNMENT**

The meeting was adjourned at 11:15 am.

**Memo for Course Changes**

To: FECHDCC

From: Department Head, Chris Campbell

Date: March 21, 2023

**Subject: Proposal for revision of ADED 390 Research in Adult Education**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

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

2. Rationale for change:

ADED 390 is being revised as a normal part of our course outline renewal. In addition, we have streamlined the learning outcomes and the calendar description to more faithfully direct instructors in supporting the needs of students to engage in secondary research in adult education context.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): There are no substantial changes to the learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? None
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course addresses Indigenization of the academy at the level of the learning outcomes, content, assessments into the course:

- a. Learning outcome #1 focused on epistemic bases of research, noting the important focus on diverse ways of knowing
- b. Learning outcome #3 demonstrates an overall focus on participatory research with marginalized populations and employs the example of decolonizing research with Indigenous communities

- c. The book “Decolonizing Methodologies” is specified as a resource to be used in online discussion forums.
- 7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - a. Learning outcome #1 focused on epistemic bases of research, noting the important focus on diverse ways of knowing
  - b. Learning outcome #3 demonstrates an overall focus on participatory research with marginalized populations
- 8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. – N/A
- 9. Estimate of the typical costs for this course, including textbooks and other materials: \$30 - \$100

**CWC comments and responses:**

- Is the prerequisite of any 30 credits enough for students to be prepared for this course? There seem to be a lot of expectations; would a student be able to be successful with no background in research?

*Good question. In this course, we make a distinction between i) primary research (i.e., creating new knowledge through the educational research process), an activity that can begin at the end of an undergraduate degree - and certainly at the master level and ii) secondary research (i.e., being competent readers and users of research), which undergraduate students find highly useful in their study in education or other majors. We back off from a late-undergrad/graduate deep dive into theoretical frameworks and methodology underpinning research, research design, data collection and analysis, and writing up and disseminating findings. The course can be thought of as offering the building blocks for UG students to be critical users of existing research and scholarly work.*

*As such, the online forums focus on understanding diverse ways of knowing at an introductory level, understanding scholarly writing and how to select scholarly work and read research papers. The research topic focuses on generating a question about educational practice that students want to explore through existing knowledge. The scope, difficulty, and staging of assignments builds students up to achieve this. The annotated bibliography focuses on finding 10 articles and summarizing and evaluating them. The literature review requires them to use the 10 articles from the annotated bibliography to demonstrate what they have learned about their research question. Finally, the pilot research proposal is a first step on the pathway to primary research but without the in-depth theoretical perspectives, methodology, research design, data collection/analysis sections.*

- Should this course be submitted for transfer credit?

*We would be open to exploring this, but we are the only undergraduate program in BC. We do have transfer agreements with multiple Canadian institutions such as VCC, RRC, SaskPoly, but these relate more to courses in teaching adults, curriculum, assessment, adult learning, foundations of adult education and the like. These institutions do not have research focused courses, and we are unaware of any specific institutions in BC that have adult education research courses.*





ORIGINAL COURSE IMPLEMENTATION DATE: September 1995  
 REVISED COURSE IMPLEMENTATION DATE: January 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): June 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.

|                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: ADED 390                                                                                                                                                                                                                                                                                                                                                     |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Research in Adult Education                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title:                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                               |           | Department (or program if no department): Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines how research informs the practice of adult education, including epistemology, research sources, methods of inquiry, and critical application. Focuses on key skills related to generating a research focus, critiquing research through various lenses, writing of research-related genres, and preparing to conduct practitioner research. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                             |           | 30 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> (Cannot be taken for additional credit.)<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br>(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.)  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br>(If yes, the course will be offered under different letter designations representing different topics.)<br>Directed Study course: <b>No</b><br>(See <a href="#">policy 207</a> for more information.)<br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                      | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                  | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br>(If yes, fill in <a href="#">transfer credit form.</a> )                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                  |           | Date of meeting: March 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                             |           | Date of meeting: April 28, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                     |           | Date of meeting: June 16, 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. Describe the epistemic bases of social scientific inquiry as it relates to diverse ways of knowing.
2. Generate research topics and questions relevant to adult education.
3. Review participatory approaches to research involving marginalized populations (e.g. decolonizing research with Indigenous communities).
4. Evaluate the quality of a variety of research sources.
5. Summarize peer-reviewed research Critique research sources for their ability to inform evidence-based practice.
6. Relate concepts, theories, and data from the research literature to answer a research question in adult education.
7. Propose a pilot research project relevant to adult education.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

Assignment 1, online forum discussions: 25%

Assignment 2, research topic: 10%

Assignment 3, annotated bibliography: 15%

Assignment 4, literature review: 25%

Assignment 5, brief pilot research proposal: 25%

**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.)*

Readings, lectures, class discussion, written assignments.

**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. Textbook | Loseke, D.R.                           | <i>Methodological Thinking</i> . Sage                                   | 2017 |
| 2. Other    | Locke, L., Silverman, S., Spirduso, W. | Reading and Understanding Research. Sage                                | 2010 |
| 3. Other    | Smith, L.T.                            | Decolonizing Methodologies: Research and Indigenous Peoples. Zed Books. | 2021 |
| 4.          |                                        |                                                                         |      |
| 5.          |                                        |                                                                         |      |

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

**Course Content and Topics**

Week 1: Introduction to research

Week 2: Exploring epistemological orientations

Week 3: Developing a research topic

Week 4: Reading research

Week 5: Exploring Indigenous research

Week 6: Summarizing research

Week 7: Doing a literature search

Week 8: Critiquing research

Week 9: Writing a literature review

Week 10: Writing a literature review

Week 11: Research designs

Week 12: Writing a research proposal

Week thirteen: Presenting and disseminating research

**Memo for Course Changes**

To: CACC, UEC

From: Rashad Mammadov, Communications

Date: February 9, 2023

**Subject: Proposal for revision of CMNS 280**

*Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):

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

2. Rationale for change: [As part of the six-year review, this course's calendar description and learning outcomes were updated to more current and concise language. These changes do not change the nature of the course or our approach to teaching it. The prerequisites were updated to remove CMNS 155, which has not been offered for more than 5 years. The textbook list was updated to include the texts used most recently in teaching the course.](#)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): [The changes are not substantial.](#)

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [No, this course is not required by any other program.](#)

5. Which program areas have been consulted about the change(s)? [Communications department](#)

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic](#)

[Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). The course outcomes and topics discuss diversity in group and team communication. In addition to learning about what diversity means, students will explore diversity in communications styles and approaches, diversity in team membership, and diversity in audiences. All of these activities will include discussion of and reflection on the history of Indigenous peoples in Canada, current relationships between Indigenous and settler populations, and Indigenous communication styles. Assignments and activities may include Indigenous topics or scenarios, with the department expectation being that at least one such assignment be included. The Communications department is committed to Indigenization and decolonization in our teaching practice; at minimum, each course is expected to model and discuss land acknowledgements, situate learning by using the local (including Indigenous) community as an audience for assignments, and use teaching methodologies that emphasize Indigenous (specifically Sto:lo) ways of knowing and being. The latter is particularly relevant for this course, which will foster understanding of a holistic approach (BCCampus Indigenization Guide: Indigenous Ways of Knowing and Being) to group and team communication practices.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? As in #7, students will study and apply strategies for recognizing, valuing, and promoting diversity in team and group communication. All course materials will be available in Blackboard, and instructors will use Ally to ensure maximum accessibility of these materials. Students will be allowed to choose among case studies for major assignments and may propose their own suggestions. Instructors use a variety of instructional strategies in class to ensure students with different learning preferences are engaged.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [n/a](#))
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: January 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): June 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> CMNS 280                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Team and Small Group Communication for the Workplace<br><b>Course Short Title:</b> Team & Sm Gr Cmn for Workplace                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Communications                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students apply dimensions of group and team communication with a focus on experiential learning through practice. While learning about diversity and group cohesion, students work in teams/groups to execute oral and written tasks in face-to-face and virtual contexts. Course topics include group/team development, membership, leadership, mentorship, dynamics of collaboration, and communication strategies (verbal, nonverbal, and listening techniques). |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | One of the following: CMNS 125, CMNS 175, CSM 108, or ENGL 105.                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 3, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> June 16, 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. Evaluate the advantages and disadvantages of working in groups.
2. Apply communication principles and practices that honour diversity.
3. Analyze group dynamics for effective collaboration and leadership.
4. Employ strategies and techniques used to balance group dynamics, in both face-to-face and virtual contexts.
5. Manage group conflict by identifying and resolving key communication challenges.
6. Use team planning techniques to address the needs of a specific audience.
7. Execute oral and written tasks in teams.

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

|              |      |   |   |
|--------------|------|---|---|
| Assignments: | 100% | % | % |
|              | %    | % | % |

**Details:**

|                                                |     |
|------------------------------------------------|-----|
| Discussion facilitation                        | 20% |
| Student oral presentation                      | 25% |
| Case study analysis report                     | 20% |
| Group presentation and class lead              | 25% |
| Collaboration, leadership, and self-reflection | 10% |

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

**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. Textbook | Beebe, S.A., and Masterson, J.T. | <i>Communicating in small groups: Principles and practices</i> | 2014 |
| 2. Textbook | Linabary, J. R. & Castro, M.     | <i>Small group communication</i>                               | 2021 |
| 3.          |                                  |                                                                |      |

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

Access to Blackboard (UFV online) and instructor created materials.

**Course Content and Topics**

- Part 1) Foundations of Group and Team Communication
- Theories of small group communication
  - Assessing group/team vs. individual work
  - Defining teams vs. small groups
  - Communication processes in groups
    - meeting management
    - communication techniques across audience
  - Group formation
- Part 2) Managing Group and Team Relationships
- Preparing for collaboration
  - Valuing group member diversity
  - Analyzing group communication
  - Face-to-face and virtual group dynamics
  - Group goals, social interdependence and trust
  - Enhancing group and team communication skills
- Part 3) Managing Group and Team Tasks
- Leadership and power dynamics
  - Making decision and solving problems
  - Cohesion and task quality
  - Conflict in group decision-making
  - Enhancing creativity in groups and teams
  - Producing as a group/team

**Memo for New Course**

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: May 2023

**Subject: Proposal for new course POSC 297 Introduction to Public Policy**

1. Rationale for new course, including how this course fits into the program(s):
  - The course provides political science students with an introduction to the important subfield of public policy.
  - The course will provide another lower-level course to satisfy students' degree requirements.
  - Currently there are lower-level courses in every subfield of political science (comparative, international relations, political theory, Canadian politics) except for public policy.
  - Public policy is a useful subfield for students interested in working in government, the non-profit sector, or business.
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes                                                                                           | Program Learning Outcomes                                                                                                                                                                                                                                                                                                         | Institutional Learning Outcomes       |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Explain the six steps in the policy cycle.                                                                         | <i>Knowledge of the Discipline:</i> Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations. | Use knowledge and skills proficiently |
| Identify important actors and institutions in public policy across jurisdictions.                                  | <i>Knowledge of the Discipline</i> (see above)                                                                                                                                                                                                                                                                                    | Use knowledge and skills proficiently |
| Discuss the role that ideas (narrative, framing, discourse) play in public policy.                                 | <i>Knowledge of the Discipline</i> (see above)                                                                                                                                                                                                                                                                                    | Use knowledge and skills proficiently |
| Apply the policy cycle model to understand an area of policy (i.e. healthcare policy, environmental policy, etc.). | <i>Application of Knowledge in Political Science:</i> Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international,                                                                                       | Analyze critically and imaginatively  |

|                                                  |                                                                                                                                                                                                                                           |                                                 |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                                                  | transgovernmental and transnational challenges.                                                                                                                                                                                           |                                                 |
| Describe Indigenous approaches to public policy. | <i>Values and Culture:</i> Students will develop ethical understanding of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace. | Engage in respectful and professional practices |

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

n/a

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

n/a

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

n/a

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- Students will read Indigenous scholars and think about Indigenous perspectives on public policy.
- The course examines topics related to Indigenous peoples in Canada. For example, in Part II of the course, we look at policy from an indigenous perspective, instead of focusing solely on settler policies towards indigenous people.
- The course aims to be accessible to all students, including indigenous students. It does this by incorporating different forms of assessment into student's evaluations. For example, the group presentation evaluates students' ability to work in a group, collaborate, and communicate verbally, rather than solely focusing on written work.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

- The course introduces students to critical policy studies, which focus on understanding politics through the lens of gender, race, class, sexuality, and indigeneity.
- Course assessments promote student agency and incorporate a variety of assignments instead of focusing solely on writing. For example, the Choose Your Own Assignment gives students the option of preparing a briefing note, speech, or opinion piece on a policy topic they are interested in.



- Curriculum delivery focuses on accessibility and active learning, including small group exercises, simulations, and class discussion.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):
- n/a
9. Estimate of the typical costs for this course, including textbooks and other materials:
- Total cost of two textbooks, \$100.



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURREY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: POSC 290 & POSC 315, POLITICAL SCIENCE, COLLEGE OF ARTS  
**Date:** APRIL 26, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new courses POSC 290 and POSC 315, and I approve their submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)  
604-854-4515



ORIGINAL COURSE IMPLEMENTATION DATE: January 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2029  
 Course outline form version: 09/08/2021

## 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> POSC 297                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Introduction to Public Policy<br><b>Course Short Title:</b> Introduction to Public Policy                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Political Science (POSC)                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>Introduces learners to the foundational concepts in the study of public policy. Will include discussion on initiating, formulating, enacting, implementing, and evaluating policy.                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>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>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> April 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 16, 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. Explain the six steps in the policy cycle.
2. Identify important actors and institutions in public policy across jurisdictions.
3. Discuss the role that ideas (narrative, framing, discourse) play in public policy.
4. Apply the policy cycle model to understand an area of policy (i.e. healthcare policy, environmental policy, etc.).
5. Describe Indigenous approaches to public policy and governance.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 60% | Quizzes/tests: | 15% | Final exam: | 25% |
|              | %   |                | %   |             | %   |

**Details:**

Briefing note – 25%

Group presentation – 20%

Experiential learning assignment (op-ed, speech, advocacy assignment) – 15%

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

**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. Textbook             | Howlett, Ramesh, Perl. | Studying Public Policy (4 <sup>th</sup> )                                                                                                                    | 2020 |
| 2. Online resource      | Miljan, Lidya          | Public Policy in Canada (8 <sup>th</sup> )                                                                                                                   | 2022 |
| 3. Indigenous knowledge | Episkenew, Jo-Ann      | Taking Back Our Spirits: Indigenous Literature, Public Policy, and Healing. University of Manitoba Press.                                                    | 2009 |
| 4. Indigenous knowledge | Ladner, Kiera L.       | Governing Within an Ecological Context: Creating an Alternative Understanding of Siiksikaawa Governance. <i>Studies in Political Economy</i> 70(1): 125-152. | 2003 |
| 5. Indigenous knowledge | Horn-Miller, Kahente   | What does Indigenous Participatory Democracy Look Like? Kahnawà:ke's Decision Making Process. <i>Review of Constitutional Studies</i> 18(1): 111- 132.       | 2013 |

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

- Introduction
- What is public policy?
- The policy cycle
- Agenda setting and framing
- Policy formulation and decision-making
- Policy implementation and evaluation
- Critical policy studies
- Policy from Indigenous perspectives
- Indigenous governance and UNDRIP
- Environmental policy
- Firearm policy
- Economic policy
- Health policy

**Memo for New Course**

To: Linda Parady and College of Arts Curriculum Committee Members

From: Edward Akuffo, Department Head, Department of Political Science

Date: April 2023

**Subject: Proposal for new course POSC 315 – Canadian Public Policy**

*There is an expectation that all new courses will meet the Guidelines for Quality Curriculum, including principles of Universal Design for Learning (UDL) and Equity, Diversity, and Inclusion (EDI).*

1. Rationale for new course, including how this course fits into the program(s):
  - The course provides political science students with an upper-level course in public policy to satisfy program requirements, and expand the program's offerings for this important subfield of political science.
  - Currently there are no courses offered in Canadian public policy.
  - Many political science students go on to policy-focused master's programs.
  - Public policy is a useful subfield for students interested in working in government, the non-profit sector, or business.
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes                                                                         | Program Learning Outcomes                                                                                                                                                                                                                                                                                                         | Institutional Learning Outcomes       |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Explain the policy cycle and policy process models.                                              | <i>Knowledge of the Discipline:</i> Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations. | Use knowledge and skills proficiently |
| Analyze case studies in Canadian public policy using the policy cycle and policy process models. | <i>Application of Knowledge in Political Science:</i> Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges.                                       | Analyze critically and imaginatively  |

|                                                                                                                                                                    |                                                                                                                                                                                                                                          |                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Assess the role of institutions, ideas, and actors in Canadian public policy.                                                                                      | <i>Knowledge of the Discipline</i> (see above)                                                                                                                                                                                           | Use knowledge and skills proficiently           |
| <a href="#">Discuss theories of gender, race, and class in the context of public policies. Integrate theories of gender, race, and class into public policies.</a> | <i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace. | Engage in respectful and professional practices |
| Apply Indigenous approaches to the study of public policy and governance.                                                                                          | <i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace. | Engage in respectful and professional practices |

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

n/a

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

n/a

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

n/a

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

- Students will read Indigenous scholars and think about Indigenous perspectives on public policy.
- The course examines topics related to Indigenous peoples in Canada. Students explore Indigenous perspectives on public policy and study Indigenous activism in Canada.
- The course aims to be accessible to all students, including indigenous students. It does this by incorporating different forms of assessment into students' evaluations. For example, the policy roleplay exercise and experiential learning assignment incorporate experiential learning into the assessment framework. Students can take on the role of activists, stakeholders, or policymakers in the interactive policy simulation. Further, students have the option of creating an op-ed, speech, or advocacy assignment (ex. Mock protest, protest art, etc.). These assignments can be submitted in writing, or verbally.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course introduces students to critical policy studies, which focus on understanding politics through the lens of gender, race, class, sexuality, disability, and indigeneity.
  - Students will learn Gender-Based Analysis +, a tool used by the Canadian Federal Government to incorporate diversity, equity and inclusion considerations into public policy.
  - Course assessments integrate the principles of Universal Design for Learning (UDL) by promoting student agency and incorporating a variety of assignments instead of focusing solely on writing. For example, the Choose Your Own Assignment gives students the option of preparing a briefing note, speech, or opinion piece on a policy topic they are interested in.
  - Curriculum delivery focuses on accessibility and active learning, including small group exercises, roleplay exercises, and class discussion.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):
- n/a
9. Estimate of the typical costs for this course, including textbooks and other materials:
- E-textbook rental cost: \$49.99

**CWC comment and response:**

- Is the prerequisite of any 45 credits enough for students to be prepared for this course? Considering that the department is also implementing a lower-level public policy course (POSC 297), should that be included as a prerequisite for this course? Screening suggests revising the prerequisites to “9 credits of POSC including POSC 297” or “45 university-level credits including POSC 297”.

*POSC 315 is a specialized course in Canadian public policy for upper-division students. 45-university-level credits is an appropriate prerequisite because multiple disciplines prepare 300-level students to have the critical thinking and analytical skills for public policy courses. Public policy is an interdisciplinary subject and the basics of policy analysis will be covered at the beginning of the course. POSC 297 provides a more in-depth introduction to public policy for students who are interested in concentrating on the study of policy analysis, and will address policy questions beyond Canada. Upper-division students, especially those in programs outside POSC, who are particularly interested in Canadian public policy may want to take POSC 315 even if they do not take other policy courses. The current prerequisites will allow them to do this.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): June 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> POSC 315                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Canadian Public Policy<br><b>Course Short Title:</b> Canadian Public Policy                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Political Science (POSC)                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces learners to the study of public policy in a Canadian context.                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><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><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>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><br>Transfer credit already exists: <b>[click to select]</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> April 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 5, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> June 16, 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. Explain the policy cycle and policy process models.
2. Analyze case studies in Canadian public policy using the policy cycle and policy process models.
3. Assess the role of institutions, ideas, and actors in Canadian public policy.
4. Discuss theories of gender, race, and class in the context of public policies.
5. Apply Indigenous approaches to the study of public policy and governance.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 60% | Quizzes/tests: | 15% | Final exam: | 25% |
|              | %   |                | %   |             | %   |

**Details:**

Briefing note – 25%

Policy roleplay exercise – 20%

Experiential learning assignment (op-ed, speech, advocacy assignment) – 15%

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

**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. Textbook             | Miljan, Lidya                   | Public Policy in Canada (8 <sup>th</sup> )                              | 2022 |
| 2. Indigenous knowledge | Kauanui, J. Kēhaulani           | Speaking of Indigenous Politics                                         | 2018 |
| 3. Indigenous knowledge | Simpson, Audra                  | Mohawk Interruptus: Political Life Across the Borders of Settler States | 2014 |
| 4. Indigenous knowledge | Starblanket, Gina & Long, David | Visions of the Heart: Issues Involving Indigenous People in Canada.     | 2019 |
| 5.                      |                                 |                                                                         |      |

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

**Course Content and Topics**

- Introduction
- What is public policy?
- The Canadian policy environment
- Indigenous public policy
- Approaches to public policy in Canada
- Canadian institutions, actors, and ideas
- From CBC to PMO: agenda setting and policy formation
- Out of Ottawa: implementation and evaluation
- Man camps and dirty water: intersectionality and public policy in natural resource projects (gender based analysis +)
- Advocacy and public policy – Indigenous resistance and resurgence
- Key issues in Canadian public policy (will change based on news cycle)
- Key issues in Canadian public policy (will change based on news cycle)
- Policy roleplay exercise



## Undergraduate Education Committee Terms of Reference

### RESPONSIBILITIES

1. Advise Senate on curricular matters related to the undergraduate educational programs of the university.
2. Advise Senate on policies, procedures, and criteria for the admission, evaluation, withdrawal, and promotion of undergraduate students.
3. Advise Senate on the criteria for awarding certificates, diplomas, and degrees to undergraduate students.
4. Advise Senate on policies and procedures for review and approval of new and existing courses, programs, or curricular changes.
5. Review the recommendations of faculty councils, approve the recommendations where mandated by Senate to do so, and inform Senate.
6. Advise the Academic Planning & Priorities Committee on proposals for new programs and program revisions that may occasion a change to the alignment of programs with institutional priorities.
7. Make recommendations to Senate on the resolution of disputes between departments and other academic divisions related to undergraduate course and program development and delivery.
8. Establish such subcommittees as needed to fulfill the committee's responsibilities.
9. Other duties as assigned by Senate.

### COMPOSITION

#### **Voting Members**

- Chair, a faculty member of the committee, nominated by the committee, and approved by Senate
- Vice-Chair, Registrar and Associate Vice-President, Enrolment Management (or designate)
- Nine faculty members, approved by Senate, at least two of whom shall be members of Senate\*
- Two deans, or one dean and one associate dean<sup>†</sup>, approved by Senate
- University Librarian or designated Librarian<sup>†</sup> (ex officio)
- One Academic Advisor approved by Senate
- One staff member approved by Senate
- Two undergraduate students approved by Senate
- Associate Vice-President, Teaching and Learning (or designate) (ex officio)

#### **Ex Officio Non-Voting Members**

- Provost & Vice-President, Academic (or designate)
- Associate Vice-President, Research, Engagement, and Graduate Studies (or designate)
- Executive Director, UFV International (or designate)
- Senior Advisor on Indigenous Affairs
- Manager, Enrolment Planning

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\* Normally, there shall be at least one member from each of the Faculties, selected to reflect the diversity of disciplines at the university.

<sup>†</sup> Normally, the designate shall be appointed for a minimum of a one-year term to ensure continuity.

- Associate Vice-President, Institutional Research and Integrated Planning (or designate)
- Associate Director, Program Development and Quality Assurance
- Director, Advising Centre (or designate)

**Optional Non-Voting UEC Liaisons**

- Representatives of Faculty Council Curriculum Committees not otherwise represented above, nominated by the FCCC

**Administrative Support**

- UEC Assistant/Calendar Editor, Office of the Registrar



**Annual Report to Senate  
Undergraduate Education Committee  
2022-2023**

The Undergraduate Education Committee (UEC) has the responsibility to advise Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

**Message from the Chair**

UEC has held face-to-face meetings throughout this academic year with the option for members to connect remotely if they were unable to attend in person. We have tried to encourage in-person attendance of committee members to enable more fulsome discussion of the curriculum-related issues that arise.

At our annual retreat at the start of the new academic year, UEC considered the question of how to address some common issues with the curriculum approval process via communication with other areas of the university. We considered recommendations for effective communication with faculty curriculum committees and individual faculty proponents of curriculum changes. We also examined the resources available and needed to support UEC's work.

These are the identified goals that the committee has been working toward:

- Expand options for early curriculum committee consultation with the UEC Screening Subcommittee.
- Ensure each curriculum committee has representation at UEC.
- Provide a liaison/UEC representative for each faculty who can work more explicitly to provide guidance and mentoring before the committee steps begin.
- Increase Teaching and Learning support for faculty members in understanding and working with the curriculum approval process while acknowledging and respecting faculty member experience.
- Implement software and an online repository for in-progress course development, examples, collaboration, and interdepartmental collaboration.
- Provide additional course outline support documents including a glossary and examples of effective sections/responses to questions.
- Promote Institutional Research information that can be used for supporting data in curriculum proposals.
- Provide a rubric for Campus-Wide Consultation.

**Summary of Committee Work**

In the 2022-2023 academic year, UEC reviewed and approved changes to nearly 50 programs and more than 200 courses as part of the regular curriculum review process, an increase of workload over the previous year. These approvals are summarized below.

Changes to program and/or admission requirements:

- Bachelor of Arts (Criminal Justice)
- Bachelor of Arts in Global Development Studies
- Bachelor of Computer Information Systems
- Bachelor of Education
- Bachelor of Environmental Studies
- Bachelor of Environmental Studies (Natural Sciences)
- Bachelor of Integrated Studies
- Bachelor of Kinesiology
- Bachelor of Media Arts
- Bachelor of Social Work
- LPN Access to Bachelor of Science in Nursing
- Computer Information Systems diploma

- Engineering Physics (Mechatronics) diploma
- General Studies diploma
- Liberal Arts diploma
- Social Service Worker diploma - Indigenous Focus
- Accounting certificate
- Applied Business Technology certificate
- Business Administration certificate
- School and Community Support Worker certificate
- Essentials of Journalism associate certificate
- Anthropology extended minor and minor
- Art History extended minor and minor
- Economics major and minor
- Global Development Studies extended minor and minor
- History Honours, major, and extended minor
- Human Resource Management major
- Peace and Conflict Studies major and minor
- Philosophy extended minor
- Philosophy major and minor
- Sociology major
- Sociology/Anthropology major
- Spanish Language and Culture minor

Name change:

- Joinery certificate renamed Cabinetmaking (Joinery) certificate

New programs:

- Bachelor of Regional and Community Planning
- Business Analytics Post-baccalaureate diploma
- International Business Post-baccalaureate diploma

Since the last annual report in May 2022, UEC has received 279 course proposals including 128 major changes, 38 minor changes, 52 new courses, and 61 discontinued courses. The last report noted that the previous four years saw more courses discontinued than created. This trend has continued, bringing the five-year total since 2018/19 to 207 new courses and 243 discontinued courses.

|                             | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 5-year total |
|-----------------------------|---------|---------|---------|---------|---------|--------------|
| <b>New courses</b>          | 53      | 25      | 43      | 34      | 52      | 207          |
| <b>Discontinued courses</b> | 77      | 40      | 20      | 45      | 61      | 243          |

**Terms of Reference**

UEC has not finalized recommendations for revisions to the Terms of Reference and membership, but has discussed the addition of non-voting representatives (to be called UEC Liaisons) from Faculty Council Curriculum Committees that are not otherwise represented on the committee. The following wording has been proposed for the terms of reference: "If a Faculty Council Curriculum Committee is not otherwise represented on the committee in the roles listed above, they may nominate a representative to sit on the committee in a non-voting capacity."

**UEC Subcommittees**

Standing subcommittees:

- The Screening Subcommittee typically meets every two weeks to review all items prior to CampusWide Consultation and UEC.
- The Policy Subcommittee has been working on the following policies:
  - Attendance policy (62)
  - Course Repeat policy (86)
  - Order of Registration policy (95)
  - Subsequent and Concurrent Bachelor Degree policy (98)
  - English Language Proficiency policy (99)
  - Grading System policy (101)
  - Course Credits policy (105)
- The Admissions Subcommittee did not meet this year.
- The Transfer Credit Subcommittee meets as required to review transfer credit requests from institutions or programming not recognized under Transfer Credit policy. This subcommittee will meet in June to review a submission.

**Looking Forward**

It is anticipated that the upcoming year for UEC will be extremely busy. Revisions to the Institutional Learning Outcomes (ILOs) are currently underway. Once the final version of the revised ILOs is approved, the institution's Guiding Principles for Quality Curriculum will also need to be revised; this is a process that should be led by UEC.

In addition, the College of Arts has embarked on a major curriculum renewal project, which is expected to significantly impact UEC's workload over the next 18-24 months. This will involve revisions to more than half of the courses offered, and possibly substantial program revisions.

We plan to again offer an August retreat for members to establish goals for the year, along with an update on progress in our April meeting. As a follow-up to the August 2022 retreat and subsequent work, the UEC chair and assistant will offer to attend each Faculty Council as guests to explain the work UEC is doing, answer any questions related to the process, and hear any suggestions or concerns about curriculum approval at UFV. Another important communication initiative for the upcoming academic year is to reinstate the UEC Orientation in August for department heads and assistants. The purpose of the orientation is to review the program and course approval process, including identifying where resources are found on the UFV website. This was previously an annual event at the beginning of the academic year, but has not been held for several years.

In addition to the August retreat, meetings are scheduled monthly from September to June. Depending on the number of submitted items, UEC is often able to cancel meetings in either November or December and either May or June. The highest volume is typically in January and February, leading up to the annual Academic Calendar deadlines.

**Conclusion**

UEC has successfully supported the academic community in ensuring our undergraduate curriculum meets the quality assurance standards agreed upon in UFV's Guidelines for Quality Curriculum and those set by the Degree Quality Assessment Board.

UEC members have shown great commitment in undertaking their work. Agenda packages package still regularly exceed 100 pages and cover a multitude of program and course changes along with other curriculum-related items from multiple faculties.

Report to Senate prepared by: Samantha Pattridge (Chair), David Johnston (Vice-Chair), and Amanda Grimson, (Calendar Editor and UEC Assistant).



UNDERGRADUATE EDUCATION COMMITTEE MEMBERSHIP 2023-24



| AREA REPRESENTED                                                 | TERMS OF OFFICE                 | MEMBER                                                   |
|------------------------------------------------------------------|---------------------------------|----------------------------------------------------------|
| <b>Voting Members</b>                                            |                                 |                                                          |
| Vice-Chair, Registrar & AVP, Enrolment Management (or designate) | Ongoing                         | David Johnston, Office of the Registrar                  |
| <b>9 faculty members, at least 2 from Senate</b>                 |                                 |                                                          |
| Faculty                                                          | 08-01-2022 to 07-31-2024        | William Maher, Faculty of Humanities                     |
| Faculty                                                          | 08-01-2023 to 07-31-2025        | Samantha Pattridge, Faculty of Humanities                |
| Faculty (senator)                                                | 08-01-2022 to 07-31-2025        | Shel Stefan, Faculty of Humanities                       |
| Faculty (senator)                                                | 08-01-2021 to 07-31-2024        | Amber Johnston, Faculty of Health Sciences               |
| Faculty                                                          | 08-01-2022 to 07-31-2024        | Catherine Liao, Faculty of Health Sciences               |
| Faculty                                                          | 08-01-2023 to 07-31-2025        | Kate McCulloch, Faculty of Health Sciences               |
| Faculty                                                          | 08-01-2022 to 07-31-2024        | Carl Janzen, Faculty of Business & Computing             |
| Faculty (senator)                                                | 08-01-2021 to 07-31-2024        | Dana Landry, Faculty of Humanities                       |
| Faculty                                                          | 08-01-2023 to 07-31-2025        | Michael Batu, Faculty of Social Sciences                 |
| <b>2 deans or associate deans</b>                                |                                 |                                                          |
| Dean                                                             | 08-01-2021 to 07-31-2024        | Ian Affleck, Associate Dean, Faculty of Science          |
| Dean                                                             | 08-01-2021 to 07-31-2024        | Linda Pardy, Associate Dean of Students, College of Arts |
| <b>1 academic advisor</b>                                        | <b>08-01-2023 to 07-31-2025</b> |                                                          |
| <b>1 staff</b>                                                   | 08-01-2023 to 07-31-2025        | Carrie Paproski                                          |
| <b>2 undergraduate students</b>                                  |                                 |                                                          |
| Student                                                          | 08-01-2023 to 07-31-2024        | Gurjot Singh                                             |
| Student                                                          | 08-01-2022 to 07-31-2024        | Olivia Jackson                                           |
| Associate VP, Teaching and Learning (or designate)               | Ongoing                         | Claire Hay, Specialist, Teaching & Learning              |
| University Librarian (or designated librarian) (ex officio)      | Ongoing                         | Selena Karli, Librarian, Reference & Instruction         |
| <b>Ex-officio Non-voting Members</b>                             |                                 |                                                          |
| Provost & Vice-President, Academic (or designate)                | Ongoing                         | Randy Kelley (designate until July 31, 2024)             |
| AVP, Research, Engagement & Graduate Studies (or designate)      | Ongoing                         | Amber Johnston (designate)                               |
| Executive Director, International Education                      | Ongoing                         | David McGuire                                            |
| AVP, Indigenous                                                  | Ongoing                         | Shirley Hardman                                          |
| Manager, Enrolment Planning                                      | Ongoing                         | Donna Alary                                              |
| AVP, Institutional Research and Integrated Planning              | Ongoing                         | Vladimir Dvoracek                                        |
| Director, Advising Centre (or designate)                         | Ongoing                         | Bobby Jaswal (designate)                                 |
| Associate Director, Program Development & Quality Assurance      | Ongoing                         | Claire Carolan                                           |
| <b>Administrative Support (non-member)</b>                       |                                 |                                                          |
| UEC Assistant/Calendar Editor, Office of the Registrar           |                                 | Amanda Grimson                                           |

**CURRENT MEMBERSHIP: 25 members - 17 voting members and 8 non-voting members**

**Quorum: Fifty percent (50%) of voting membership (not including vacancies)**

Current as of May 5, 2023

**UEC MEETING DATES AND AGENDA DEADLINES 2023/24**

UEC meetings generally take place in week 4 of the UFV meeting schedule. All agenda exhibits must be submitted to the UEC office by **12 noon** on the deadline date.

| <b>Meeting Dates<br/>&amp; Room</b>                | <b>Agenda Exhibit Deadline<br/>(12:00 pm)</b> |
|----------------------------------------------------|-----------------------------------------------|
| <b>August/September [TBD], 2023</b><br>TBD — 10 am | UEC meeting and retreat                       |
| <b>September 29, 2023</b><br>TBD — 10 am           | September 20, 2023                            |
| <b>October 27, 2023</b><br>TBD — 10 am             | October 18, 2023                              |
| <b>November 24, 2023</b><br>TBD — 10 am            | November 15, 2023                             |
| <b>December 15, 2023*</b><br>TBD — 10 am           | December 6, 2023                              |
| <b>January 26, 2024</b><br>TBD — 10 am             | January 17, 2024                              |
| <b>February 23, 2024</b><br>TBD — 10 am            | February 14, 2024                             |
| <b>March 22, 2024</b><br>TBD — 10 am               | March 13, 2024                                |
| <b>April 19, 2024</b><br>TBD — 10 am               | April 10, 2024                                |
| <b>May 17, 2024</b><br>TBD — 10 am                 | May 8, 2024                                   |
| <b>June 14, 2024</b><br>TBD — 10 am                | June 5, 2024                                  |

\*Please note that this meeting will take place in week 3 of the UFV meeting schedule.