UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
February 24, 2023 - 10:00 AM
A225

AGENDA
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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

5 - 8 **2.1.** UEC draft minutes: January 27, 2023

MOTION: To approve the draft minutes as presented.

3. COURSES AND PROGRAMS

9 - 17 **3.1. Adult Education**
Review with changes including prerequisites: ADED 210, 350

MOTION: To approve the ADED course outlines as presented.

18 - 71 **3.2. Agriculture**
Review with changes including total hours: AGRI 142, 163, 239, 256, 328
Review with changes including title and total hours: AGRI 203, 237
Review with changes including title and prerequisites: AGRI 306
Review with changes including prerequisites: AGRI 323
Review with changes including title, pre/corequisites, and total hours: AGRI 331

MOTION: To approve the AGRI course outlines as presented.

72 - 75 **3.3. Applied and Technical Studies**
Discontinuation: AMRT 100, 101, 102, 103, 200, 201, 202, 203, 300, 301, 302, 303, 304, 400, 401, 402, 403, 404
Discontinuation: HOEV 200, 201, 300, 301, 302, 303, 400, 401, 402, 450

MOTION: To approve the discontinuation of the AMRT courses as presented.

MOTION: To approve the discontinuation of the HOEV courses as presented.
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76 - 89 **3.4. Child, Youth, and Family Studies**
Review with changes including title: CYC 325, 470
Review with changes: CYC 425

MOTION: To approve the CYC course outlines as presented.

90 **3.5. Criminology and Criminal Justice**
Discontinuation: CRIM 417

MOTION: To approve the discontinuation of CRIM 417 as presented.

91 - 94 **3.6. English**
Review with changes: ENGL 374

MOTION: To approve the ENGL 374 course outline as presented.

95 - 98 **3.7. Mathematics and Statistics**
Review with changes including prerequisites and total hours: STAT 402

MOTION: To approve the STAT 402 course outline as presented.

99 - 109 **3.8. Social Justice and Global Stewardship**
New course: SJGS 100, Social Justice for Social Change
New course: SJGS 101, Stewardship for Justice and Reconciliation

MOTION: To approve the new course code SJGS (Social Justice and Global Stewardship).

MOTION: To approve the SJGS course outlines as presented.

110 - 154 **3.9. Culture, Media, and Society**
New course: ANTH 202
New course: ANTH 275
Review with changes including title, prerequisites, and discontinuation of LAS cross-listing: ANTH 388/SOC 388

Changes to program requirements: Sociology/Anthropology major
Changes to program requirements: Anthropology extended minor and minor

MOTION: To approve the ANTH course outlines as presented.

MOTION: To approve the changes to the Anthropology/Sociology major as presented, effective September 2023.

MOTION: To approve the changes to the Anthropology extended minor and minor as presented, effective September 2023.

155 - 202 **3.10. Education**

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Review with changes including title and course number: EDUC 455 (formerly EDUC 434B)
Review with changes including title, prerequisites, and course number: EDUC 456 (formerly EDUC 434A)
Review with changes including title and course number: EDUC 457 (formerly EDUC 437A)
New course: EDUC 458, Investigations into Secondary Mathematics
Discontinuation: EDUC 437B
Review with changes including title, credits, and total hours: EDUC 460
Review with changes including change to A/B format: EDUC 492

Changes to program and entrance requirements: Bachelor of Education

MOTION: To approve the EDUC course outlines and discontinuation of EDUC 437B as presented.

MOTION: To recommend the changes to the Bachelor of Education entrance requirements as presented.

MOTION: To recommend the changes to the Bachelor of Education program requirements as presented, effective September 2023.

203 - 281

3.11. Philosophy

Review with changes: PHIL 120
Review with changes including title: PHIL 210, 240
Review with changes including prerequisites: PHIL 315, 318, 362
Review with changes including title and prerequisites: PHIL 353

New course: PHIL 351
Discontinuation: PHIL 252

New course: PHIL 101, Introduction to Philosophy
New course: PHIL 308, Philosophy of Gender and Sexuality
New course: PHIL 311, Contemporary Political Philosophy: Recognition and Resurgence
New course: PHIL 320, Contemporary Metaphysics and Epistemology
New course: PHIL 354, Classical Chinese Philosophy
New course: PHIL 355, Indigenous Philosophy

Changes to program requirements: Philosophy, major, extended minor, and minor

MOTION: To approve the PHIL course outlines and discontinuation of PHIL 252 as presented.

MOTION: To approve the changes to the Philosophy major, extended minor, and minor as presented, effective September 2023.

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282 - 284 **3.12. Computer Information Systems**
Change to program requirements: Bachelor of Computer Information Systems

MOTION: To approve the changes to the Bachelor of Computer Information Systems as presented, effective September 2023.

285 - 288 **3.13. Integrated Studies**
Program suspension: Applied Management concentration, Bachelor of Integrated Studies

MOTION: To recommend a two-year suspension of the Bachelor of Integrated Studies Applied Management concentration, effective September 2023.

4. OTHER BUSINESS/DISCUSSION ITEMS

289 - 290 **4.1. English Language Proficiency Requirements**
Duolingo

MOTION: To allow a Duolingo English Test score of 110 to meet the Degree/diploma level English language proficiency standards.

291 - 292 **4.2. Policy Subcommittee report**
Draft policy: Course Repeat policy (86)

4.3. APPC report

4.4. Senate report

4.5. Senate Teaching and Learning Committee report

5. INFORMATION ITEMS

5.1. Program suspensions and discontinuations
Discontinued: Mennonite Studies certificate

6. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

January 27, 2023
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Ian Affleck, Courtney Boisvert, Claire Carolan, Vlad Dvoracek, Olivia Jackson, Carl Janzen, Bobby Jaswal, Nicholas Johnson, Selena Karli, Randy Kelley, Dana Landry, William Maher, Linda Pardy, Samantha Pattridge, and Vanessa Radzimski
ABSENT:	Donna Alary, Teresa Arroliga-Piper, Shirley Hardman, Claire Hay, Amber Johnston, David Johnston, Catherine Liao, David McGuire, Ravneet Sohal, and Shel Stefan
GUESTS:	Heather Davis-Fisch, David Dobson, Sarah Graham, Michael Maschek, Marlene Murray, Jessica Price, Barbara Salingre, Brianna Strumm
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: December 16, 2022

MOTION:
To approve the draft minutes as presented.
CARRIED

3. COURSES AND PROGRAMS

3.1. Creative Arts
Review with changes: AH 100, 340, 490
Review with changes including prerequisites: AH 215, 310, 311, 313, 315, 316, 320, 321, 323, 324, 330
Review with changes including prerequisites and credits/hours: AH 312
New course: AH 280, A Critical History of Photography

Changes to program requirements: Art History extended minor and minor

MOTION:
To approve the AH course outlines as presented.
CARRIED

MOTION:
To approve the changes to the Art History extended minor and minor as presented, effective September 2023.
CARRIED

3.2. Communications
Review with changes including prerequisites: CMNS 212/MACS 212
Review with changes including prerequisites: CMNS 312, 316, 390

Review with changes including title: CMNS 351
Review with changes including title, prerequisites, and equivalent courses: CMNS 445
Review with changes: CMNS 465

MOTION:
To approve the CMNS course outlines as presented.
CARRIED

3.3. Business
Review with changes: BUS 226/ECON 226

MOTION:
To approve the BUS 226/ECON 226 course outline as presented.
CARRIED

3.4. Economics
New course: ECON 326

Change to program requirements: Economics major
Change to program requirements: Economics minor

MOTION:
To approve the ECON 326 course outline as presented.
CARRIED

MOTION:
To approve the changes to the Economics major and minor as presented, effective September 2023.
CARRIED

3.5. Education
Review with changes including title: EDUC 410, 432, 444, 450, 454
Review with changes including title, credits, and total hours: EDUC 412, 413
Review with changes including credits and total hours: EDUC 420
Review with changes: EDUC 421
New course: EDUC 449

Discontinuation: EDUC 441, 453

MOTION:
To approve the EDUC course outlines as presented.
CARRIED

MOTION:
To approve the discontinuation of EDUC 441 and 453.
CARRIED

3.6. Political Science
Review with changes: POSC 100
Review with changes including title: POSC 230, 332
Review with changes including title and prerequisites: POSC 300, 322, 330

Changes including title and prerequisites: POSC 325, 335

Transfer credit sections will be confirmed and updated as needed for all courses.

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

3.7. Computer Information Systems
Change to program requirements: Computer Information Systems diploma

MOTION:
To approve the changes to the Computer Information Systems diploma as presented, effective September 2023.
CARRIED

3.8. History
Change to program requirements: History major and extended minor
Change to program requirements: History Honours

MOTION:
To approve the changes to the History major, extended minor, and Honours as presented, effective September 2023.
CARRIED

3.9. Social Work and Human Services
Change to program requirements: Bachelor of Social Work

MOTION:
To approve the changes to the Bachelor of Social Work as presented, effective September 2023.
CARRIED

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. APPC report

There was no report this month.

4.2. Senate report

There was no report this month.

4.3. Senate Teaching and Learning Committee report

The committee has discussed the Institutional Learning Outcomes (ILOs) review and will be meeting jointly with the Teaching and Learning Advisory Council to prioritize guiding principles to recommend for the ongoing ILO review process.

4.4. Policy Subcommittee report

The subcommittee is actively working on several policies. A draft of the Course Repeat policy (86) is almost ready for UEC review.

5. INFORMATION ITEMS

5.1. Upcoming UEC vacancies

6. ADJOURNMENT

6.1. The meeting was adjourned at 10:49 am.

Memo for Course Changes

To: FECHDCC

From: Department Head, Chris Campbell

Date: November 22, 2022

Subject: Proposal for revision of ADED 210 Principles and Practice of 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 210 is intended as an introductory course to adult education for students not familiar with the field. It is intended as an accessible entry point into other ADED courses and programs for students in other majors. This change in the ADED 210 pre-requisite is being requested in order to i) remove unnecessary barriers for students who would like an introduction to adult education and/or pursue credentials, particularly the ADED minor and ii) to provide consistency among entry-level ADED pre-requisites.

   The current ADED 210 pre-requisite is worded as follows: “Enrolment in an Adult Education program; students in other degree or diploma programs can contact the department for permission to enter.” First, this is a significant barrier to students who want to learn about the field: it is ambiguous and requires them to expend extra effort to contact the department for permission. Second, this pre-requisite is inconsistent with other ADED courses, which either state no prerequisites such as ADED 215, or generally have the following pre-requisite statement: “One of the following: (30-university-level credits) or (enrolment in an Adult Education program) or (permission of the Adult Education department). Students who do not have 30 university-level credits will need to contact the Adult Education program advisor for permission to register.”
   Removing the prerequisites would encourage other non-program students to enroll and align with the ADED 215 pre-requisite.

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. Key terminology and concepts appear in Learning Outcome #2 that are explicitly tied to or resonate with Indigenous perspectives and practices in Adult Education (embodied learning, culturally responsive pedagogy, transformative learning, place-based learning).
   b. "Indigenous contexts" are explicitly identified in Learning Outcome #4: Describe the settings in which adult education typically occur.
   c. Purposes, programs, and experiences that provide the focus for Learning Outcomes #1, 5 and 6 have room for Indigenous and non-Indigenous students alike to explore Indigenous ways of knowing (LO #1, 6) and Indigenous adult education programs (LO #5) at the content and assignment level.
   d. A variety of assessment types (e.g., online facilitation, autobiography, lifelong learning plan) allow for diverse ways of demonstrating understanding.

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

   a. Key terminology and concepts appear in Learning Outcome #2 that are explicitly tied to or resonate with Indigenous perspectives and practices in Adult Education (embodied learning, culturally responsive pedagogy, transformative learning).
   b. "Linguistically/culturally diverse contexts" are explicitly identified in Learning Outcome #4: Describe the settings in which adult education typically occur.
   c. Purposes, programs, and experiences that provide the focus for Learning Outcomes #1, 5 and 6 have room for diverse students to explore adult education from their own perspectives (LO #1, 6) and EDI-focused adult education programs (LO #5) at the content and assignment level.
   d. A variety of assessment types (e.g., online facilitation, autobiography, lifelong learning plan) allow for diverse ways of demonstrating understanding.

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:

- Prerequisites: Why have these courses ("EDUC 100 or ENGL or CMNS 100 – 280") been chosen? This is a very broad range; how does this prepare students for success? Unless it is important to

include a lower-level ENGL or CMNS course, Screening suggests changing this to “EDUC 100 or any 100-level or above ENGL or CMNS course.”

Thank you for requiring clarification. We have now selected EDUC, ENGL, CMNS courses that ensure students have the writing skills they need to be successful in this 200-level course.

- It is unclear how the 20% “online facilitation” in the evaluation is connected to the learning outcomes. If this is a key component of the course, it should be reflected in an outcome.

  Online facilitation relates to online discussion forums. We have specified assignment types to better represent what we have been doing in recent ADED 210 courses. We hope this solves the issue.

- Should a newer text be included?

  A more recent text appropriate to the course learning outcomes does not exist. These texts are only recommended. Instructors may choose to source other content where it does not violate copyright.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2012
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: ADED 210	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Principles and Practice of Adult Education **Course Short Title:** Principles & Practice of Ad Ed	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Adult Education
Calendar Description: Introduces learners to the principles and practices of adult education. Provides a common foundation of knowledge for adult education.	
Prerequisites (or NONE):	None. Note: As of January 2024, prerequisites will change to one of CMNS 120, CMNS 125, CMNS 175, EDUC 100, ENGL 105, ENGL 105, ENGL 108, ENGL 170, or any 200-level or above CMNS or ENGL course.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	12
Tutorials/workshops	33
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 2, 2022
Faculty Council approval	**Date of meeting:**	January 6, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 2023

Learning Outcomes

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

- Create a personal definition of adult education and its key purposes.
- Define key terms in adult education theory and practice (e.g., andragogy, self-directed learning, embodied learning, culturally-responsive pedagogy, transformative learning, place-based learning).
- Explain the differences and similarities between child learning and adult learning as theorized by adult education scholars.
- Describe the settings in which adult education typically occur (i.e., formal/non-formal/Informal, Indigenous, linguistically/ culturally-diverse contexts).
- Describe a diverse range of adult education programs and initiatives that exist at local, provincial, national, and international levels.
- Analyze one's own adult education experiences as an adult learner and as an adult educator.

Recommended Evaluation Methods and Weighting

Assignments:	70%	%	%
Project:	30%	%	%

Details:

Assignment 1: Autobiographical inquiry – 25%
Assignment 2: Reflection paper/video 1 – 15%
Assignment 3: Team project/presentation – 30%
Assignment 4: Reflection paper/video 2 – 15%
Assignment 5: Online forums – 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	Merriam S. and Brockett R.	*The Profession and Practice of Adult Education: An Introduction.*	2007
2.	Textbook	Merriam, S. and Bierman, L.	*Adult Learning: Linking Theory and Practice*	2013
3.				
4.				
5.				

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

Course Content and Topics

- Who am I as a lifelong learner?
- Why do adults learn?
- How do adults learn?
- Theories of adult learning
- What is adult education?
- How is adult education organized and delivered?
- In which contexts does adult education exist? (Indigenous communities, formal/non-formal/informal contexts)
- What role do adult education programs and initiatives have in diverse local, provincial, national, and international contexts?
- Needs assessment and program planning in adult education
- Methods and techniques used in adult education
- Issues in the professionalization of adult education
- Competing visions for the role of adult education

Memo for Course Changes

To: FECHDCC

From: Department Head, Chris Campbell

Date: November 22, 2022

Subject: Proposal for revision: ADED 350 Storytelling and the Reflective Practitioner

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:
   - Remove barriers to enrollment in ADED courses due to Banner limitations with pre-requisite wording
   - Conform to the new official course outline form as per UEC.
   - Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description.
   - Update course materials; and,
   - Ensure that current trends and research were represented.

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 were no substantial changes to the learning outcomes. This course already includes outcomes related to analyzing critically and imaginatively, pursuing self-motivated and self-reflective learning, initiating inquiries, communicating effectively, and engaging in respectful and professional practices

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 updated course outline comes out of a course revision process with Indigenous knowledge holders and Indigenous scholars that was supported by a SIF grant. While this course on storytelling and reflective practice is not predominately focused on Indigenous Adult Education, it was nonetheless reviewed by a predominately Indigenous committee who ensured that learning outcomes resonated with Indigenous ways of knowing and recommended that Storywork be included in as an Indigenous pathway to reflective educational practice.

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

   This course addresses EDID through curriculum content, delivery, methods, and assessment.

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.

   Class size of 25 to align with current practice. No budget implications.

9. Estimate of the typical costs for this course, including textbooks and other materials:
   $30 – 100 depending on texts.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: ADED 350	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Storytelling and the Reflective Practitioner **Course Short Title:** Storytelling & Reflection	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Adult Education

Calendar Description:

Focuses on exploring theories and practices related to using stories to make meaning, particularly as a method for reflecting on adult education practice. Participants will reflect on and learn from their experiences through stories of teaching and learning.

Prerequisites (or NONE):	30 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **ADED 330H**

Cross-listed with:

Equivalent course(s): **ADED 330H**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	12
Tutorials/workshops	33
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval:	**Date of meeting:**	November 2, 2022
Faculty Council approval:	**Date of meeting:**	January 6, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 2023

Learning Outcomes

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

- Explain the use of narrative as a tool for epistemic responsibility.
- Describe relevant current literature related to storytelling, Storywork, auto-ethnography, and "the reflective educator".
- Evaluate the significance of narratives on teaching and learning for adults.
- Create a "teaching auto-ethnography".
- Tell personal stories about teaching and learning as they relate to curricular goals.
- Identify themes, metaphors, and motifs in their teacher narratives and how they would affect diversity in the classroom.

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

Assignments:	100%	%	%
	%	%	%

Details:

Self and community introduction	10%
Relational mapping	25%
Digital storytelling	20%
Educational autobiography outline	15%
Educational autobiography	30%

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	Brookfield, S.	*Critically Reflective Teacher (2d Edition).* Jossey-Bass. 978-1-119-04970-8	2017
2.	Article	Chau, A.	*Feminist Activist Storytelling: Transforming Identity and Building Resistance. Canadian Journal for the Study of Adult Education, 32(2), 91–101. Retrieved from https://cjsae.library.dal.ca/index.php/cjsae/article/view/5590*	2020
3.	Article	Clark, M. C., & Rossiter, M.	*Narrative learning in adulthood. New directions for adult and continuing education, 2008(119), 61-70.*	2008
4.	Online resource	King, T.	*(2003, November 7). The 2003 CBC Massey Lectures, "The truth about stories: A native narrative" | CBC radio. CBC news. Retrieved December 10, 2022, from https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870*	2003
5.	Journal	Zhang, P., & Kteily-Hawa, R.	*Zhang, P., & Kteily-Hawa, R. (2018). Poetry, Prose and Personhood: The Art of Storytelling with the Homeless. Canadian Journal for the Study of Adult Education, 30(2). Retrieved from https://cjsae.library.dal.ca/index.php/cjsae/article/view/5438*	2018

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

Course Content and Topics

- Overview of the course; identification of key concepts and methodology of narrative and method of reflecting on practice
- Exploring, discovering, and defining personal self-study of practice.
- What is responsible knowing?
- What is a reflective practitioner?
- What's that got to do with anything? Authentic orientation of students
- Auto-ethnography and social goals
- Understanding the various roles of stories
- Other voices, different worldviews in our classroom
- The many uses of narrative in adult education
- Storywork
- The memes that set you free
- Arts-based approaches (e.g., digital storytelling, poetry)
- And another thing I meant to tell you…Narrative work as triggers
- Trauma-informed practice and stories
- Narrative, stories, songs, rap and other forms of situated expression.
- Reflecting on story in our socialization.

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of AGRI 142-Agribusiness principles

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: *The course is 18 years past the original revision date so many things are out of date. However, please note that the course is an approved course for the BC Institute of Agrologists, and specifically meets its criteria for a computer science course because of the emphasis on using spreadsheets and data management programs for the financial and production planning portion of the course. The changes in learning outcomes reflect the evolution of this course to meet agribusiness knowledge for entry-level positions in agriculture.*

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):

Course Learning Outcomes	ILOs
1. Describe elementary business concepts (financial. Accounting, human resources, marketing and organizational).	1. Demonstrate information competency
2. Differentiate between microeconomics and macroeconomics and the role of both in agriculture.	1. Demonstrate information competency
3. Articulate the pros and cons of different marketing methods for agricultural products	1. Demonstrate information competency 3. Use knowledge and skills proficiently

including supply-management and direct marketing. benchmarks to make whole-farm decisions.	
4. Conduct primary and secondary market research to determine the viability of a business idea.	2. Analyze critically and imaginatively 5. Communicate effectively
5. Prepare the three basic financial documents: statement of cash flows, income statement, and balance sheet and a projected cash flow	1. Demonstrate information competency
6. Describe the elements of a business plan, including relevant sections on Human Resources and Environmental Farm Planning.	1. Demonstrate information competency 8. Engage in respectful and professional practices
7. Practice whole-farm decision making using a S.W.O.T. analysis.	2. Analyze critically and imaginatively 5. Communicate effectively
8. Calculate key financial ratios using values from prepared financial statements and use benchmarks to make whole-farm decisions.	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
9. Compare data management programs developed for agricultural operations in Canada (possible examples include FCC AgExpertPro or Farm Management Canada)	1. Demonstrate information competency 3. Use knowledge and skills proficiently

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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 delivery of this course, especially in the financial management section, recognizes the diversity of learners in terms of their experience and comfort in working with numbers. Additionally, an important element of Truth and Reconciliation is acknowledging the harms that "numbers" have caused Indigenous communities, in terms of being counted or not counted/ believed or not believed. Thus, the financial management section moves at a flexible pace, has in-class time devoted to students working on individual computers (their own or UFV computer lab), and extra supports such as peer tutors are called in to support during class time (e.g., via virtual one-on-one peer tutoring). This approach allows students to move through the financial management section at their own pace. We feel this is a holistic approach to the students learning of the course materials and recognizes that many students struggle with numbers not because of ability but because of previous

experiences. Students who have greater comfort with numbers are then encouraged and supported to provide peer guidance. In this way we create a learning community within the classroom. Lastly, the financial management assignment includes a reflective component where students are asked to reflect on which questions were answered incorrectly and where their misunderstanding lay. These reflections are done either by writing or orally (one-on-one). Reflection, holistic understanding of where students are coming from, and creating time and space to build a classroom culture to support specific learning are important classroom practices for Indigenization and de-colonization of the classroom (see First Peoples Principles of Learning: First Peoples Principles of Learning – First Nations Education Steering Committee FNESC).

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Please see response to Number 6. The delivery of this curriculum recognizes neurological diversity of learners and/or inequities students may have experienced in their K to 12 journey that leaves them with low levels of confidence when working with numbers. Course content includes discussion of issues of equity within agriculture, especially as it applies to the Factors of Production (Land, Labour and Capital). In terms of delivery students have access via Blackboard, to a "New Terms List" and relevant links, prior to class.*

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.) *When offered face-to-face this course should be scheduled in a computer lab. The computer lab in TTC is the best designed computer lab as it allows for the students to interact with each other and for the instructor to move freely from student to student.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *There are no additional costs for this course.*

CWC comments and responses:

- Has the School of Business been consulted about this course?

  Yes, this course outline has been reviewed by School of Business representatives.

- What does the "primary and secondary market research" look like? Will ethics approval be required?

  Students develop a survey on a specific agricultural commodity (succulents or rhubarb or squash) in class. Then the class fills these surveys out and we use that data to develop a marketing plan. In 2015/2016 a determination was made that the survey did not require ethics review as the data is not used for any publications, and the purpose of the survey is more to illustrate a process for the students.

ORIGINAL COURSE IMPLEMENTATION DATE:
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 142	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Agribusiness **Course Short Title:** Introduction to Agribusiness	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

An introduction to effective business practices applied to agribusiness. Topics important to managing an agricultural operation will be covered including planning, decision making, budgeting, financial analysis, economics, and marketing. The use of computer applications in data management and record keeping will be emphasized.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	33
Supervised laboratory hours (computer lab)	12
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Challenge exam and relevant industry experience.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 2022
Faculty Council approval	**Date of meeting:**	September 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 elementary business concepts (financial. Accounting, human resources, marketing and organizational).
2. Differentiate between microeconomics and macroeconomics and the role of both in agriculture.
3. Articulate the pros and cons of different marketing methods for agricultural products including supply-management and direct marketing.
4. Conduct primary and secondary market research to determine the viability of a business idea.
5. Prepare the three basic financial documents: statement of cash flows, income statement, and balance sheet and a projected cash flow.
6. Describe the elements of a business plan, including relevant sections on Human Resources and Environmental Farm Planning.
7. Practise whole-farm decision making using a Strength-Weakness-Opportunities-Threats (S.W.O.T.) analysis.
8. Calculate key financial ratios using values from prepared financial statements and use benchmarks to make whole-farm decisions.
9. Compare data management programs developed for agricultural operations in Canada (possible examples include FCC AgExpertPro or Farm Management Canada).

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

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

Details:

There are three assignments, each worth 20% that allows students to practice topics covered in the course.

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
	Online Resource	BC Ministry of Agriculture	New Farm Start Up Guide	2021
2.	Open textbook	Robinson, Hanson and Black	Financial Management for Small Businesses	2020
3.				
4.				
5.				

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

Course Content and Topics

- What is agribusiness
- Factors of production
- Macro and microeconomics
- Gross domestic product
- Types of business
- Human resources: entrepreneurs
- Human resources and employee handbooks
- Standard operating procedures
- Primary and secondary market research
- Marketing (including supply management)
- Financial literacy: differentiating between assets, liabilities, equities, revenue, and expenses
- Understanding loans: principal, interest rate, amortization
- Financial statements: cash flow and balance sheet
- Financial statements: income statement
- Financial statements: ratios and decision making
- SWOT analysis
- Business planning tools and steps
- Production planning and business planning

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 163 Pest Biology

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: *The course is overdue for review. The course is an approved course for the BC Institute of Agrologists. Learning outcomes have evolved to reflect the knowledge proficiencies required for agriculture.*
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):

Course Learning Outcomes	ILOs
1. Describe how knowledge of pest biology is the fundamental first step in subsequent management	1. Demonstrate information competency
2. Explain the sequence of steps leading to pesticide resistance (applicable to all categories of pests)	1. Demonstrate information competency 2. Analyze critically and imaginatively
3. L ink exponential growth with pest problems in agriculture (applicable to all categories of pests in any agricultural context)	1. Demonstrate information competency 3. Use knowledge and skills proficiently

4. Identify key groups of pests (arthropods, weeds, and pathogens) using a set of features and dichotomous keys	1. Demonstrate information competency 3. Use knowledge and skills proficiently
5. Differentiate between life history strategies found among different taxonomic groups of arthropods, weeds, and pathogens groups	1. Demonstrate information competency
6. Connect ecological processes – trophic relationships, competition, host-parasite and parasite-vector-host interactions – with agricultural pest problems	1. Demonstrate information competency 2. Analyze critically and imaginatively
7. Differentiate between native and introduce (naturalized versus invasive) pest species. When applicable, for native pest – differentiate between the role of the organism in traditional and contemporary Sto:lo foodways versus role of the organism in a commercial agricultural context.	2. Analyze critically and imaginatively 5. Communicate effectively 8. Engage in respectful and professional practices
8. Evaluate various sources of information for scientific rigour and bias.	2. Analyze critically and imaginatively 8. Engage in respectful and professional practices
9. Conduct research to prepare a (written, poster, or oral) report with accurate secondary source citation	1. Demonstrate information competency 4. Initiate inquiries and develop solutions to problems 8. Engage in respectful and professional practices
10. Collect and prepare pests for identification and quantification	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively

6. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
7. Which program areas have been consulted about the change(s)? None.
8. 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 contributes to and aligns with UFV's Indigenization goals in two ways. First delivery, land-based learning is an important component of Indigenization and in this course we learn on the land

*regularly through the semester, including in the outdoor classroom (behind H building) and in the surrounding grounds of the UFV CEP campus. Secondly, one of the learning outcomes of this course is that students understand that the concept of a "pest" is contextual. For native organisms (mainly plants and vertebrates – e.g. horsetails or Labrador tea or black bears) we explore how the organism is viewed differently by traditional and contemporary Sto:lo peoples versus in commercial agricultural settings. Both of these elements of the course align with First Peoples Principles of Learning – specifically "Learning is …relational (focused on a…a sense of place)" and "Learning recognizes the role of Indigenous peoples knowledge" (*First Peoples Principles of Learning – First Nations Education Steering Committee FNESC)

9. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *The main assignment of our course is scaffolded so that each component is worth relatively low stakes (5%), weekly quizzes that test competency with new vocabulary are also low stakes (2%). Students also have opportunities for peer feedback and to submit drafts which are not for marks but provide guidance on assignment progress. These strategies support learners of all abilities in building comfort with highly technical materials. Lastly, the design of the course results in revisiting earlier concepts near the end of the course, again reinforcing course materials but through a different lens (e.g. identification in the context of ecology). Finally, students have access to "New Terminology" and related links, via Blackboard, prior to class and access to all PowerPoint slides (with embedded links) after class.*

10. 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.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses/barns) for every lecture.*

11. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat ($30), hand lens (optional $15).*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2008
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 163	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Pest Biology and Identification **Course Short Title:** Pest Biology & Identification	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

An overview of the general biology of key groups of plant/livestock pests, including arthropods, weeds, and pathogens. Emphasis will be on identification using key features for each group of pests, life history strategies within each group, and the ecology of each group of pests. The role of agricultural practices in contributing to the build up of pest populations will be examined. Lab sessions and hands-on activities in the greenhouse, outdoor classroom or barns will be incorporated into weekly class meetings.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 166/AGRI 167**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Supervised laboratory hours (science lab)	15
Experiential (field trip)	10
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: **Fall only**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination(s); exam and pest folio

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 2022
Faculty Council approval	**Date of meeting:**	September 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 how knowledge of pest biology is the fundamental first step in subsequent management.
2. Explain the sequence of steps leading to pesticide resistance (applicable to all categories of pest).
3. Link the concept of exponential growth of the pest population with pest problems in agriculture (applicable to all categories of pests in any agricultural context).
4. Identify key groups of pests (arthropods, weeds, and pathogens) using a set of features and dichotomous keys.
5. Differentiate between life history strategies used by arthropods, weeds, and pathogens.
6. Connect ecological processes – trophic relationships, competition, host-parasite and parasite-vector-host interactions – with agricultural pest problems.
7. Differentiate between native and introduced (naturalized versus invasive) pest species. When applicable, for native pest – differentiate between the role of the organism in traditional and contemporary Stó:lō foodways versus role of the organism in a commercial agricultural context.
8. Evaluate various sources of information for scientific rigour and bias.
9. Conduct research to prepare a (written, poster, or oral) report with accurate secondary source citation.
10. Collect and prepare pests for identification and quantification.

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

Quizzes/tests:	35%	Final exam:	20%	Assignments:	45%

Details:

Lecture, lab, greenhouse, barn and outdoor classroom used for hands-on activities.

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.	Online resource	Gillot	Entomology	2005
2.	Online resource	Williams	Veterinary Entomology	2010
3.	Online resource	Burchett, Burchett	Plant Pathology	2017
4.	Online resource	Merck & Co.	Merck Vet Manual	2022
5.	Online resource	Min of Agriculture, Food & Rural Affairs	Ontario Weeds	2016

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

Calculator; appropriate, safe clothing for field trips; transportation for field trips.

Course Content and Topics

The course is divided into 3 modules: Identification, Life History, and Ecology. Within each module Arthropods, Weeds and Pathogens are explored. Hands on-examples are provided each week using pest examples from both horticulture (ornamental, fruit or berry) or livestock commodities. Each module concludes with an exploration of commonalities in the process of identification, or the life history strategies (sexual vs. asexual), or the ecology of the different groups of pests. Within the Ecology module students conduct small experiments or surveys.

- Overview, pest impacts and the role of context in determining pest status
- Identification: arthropods
- Arthropod orders
- Weed families
- Pathogen ID
- Arthropod life history
- Weed life history
- Pathogen life history
- Ecology – exponential growth
- Arthropod ecology
- Weed ecology
- Pathogen ecology
- Ecology concluded; introduction to IPM
- Vertebrates as pests in agriculture
- Invasive species

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 203 Fundamentals of Integrated Pest Management

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: *The course is overdue for review. The course is an approved course for the BC Institute of Agrologists. Learning outcomes have evolved to reflect the knowledge proficiencies required for agriculture.*

3.

4. 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):

Course Learning Outcomes	ILOs
1. Explain the concepts of Economic Injury Level and Action Threshold	1. Demonstrate information competency 2. Analyze critically and imaginatively
2. Find and interpret a pesticide label on the online Canadian Pesticide Label Database (Health Canada)	1. Demonstrate information competency
3. Determine if a pesticide is legal to use in Canada, formulation and equipment requirements, the environmental precautions and if provided with a pest-commodity scenario if a product can be used	1. Demonstrate information competency 3. Use knowledge and skills proficiently
4. Decide on a proper rotation program for pesticides for resistance management	1. Demonstrate information competency

	3. Use knowledge and skills proficiently
5. Differentiate between chronic versus acute toxicity as it relates to pesticide impacts on both humans and wildlife	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
6. Differentiate between classical, conservation and introduction biological control – including which types of biological control are appropriate for which situations	1. Demonstrate information competency 2. Analyze critically and imaginatively
7. Develop a cultural control program for a given pest-commodity scenario	2. Analyze critically and imaginatively 5. Communicate effectively
8. Explain how different types of breeding can be used as a pest management tool	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
9. Explain other types of pest control tools including physical and pheromone-based for different pest-commodity scenarios	1. Demonstrate information competency 4. Initiate inquiries and develop solutions to problems
10. Implement a pest scouting program for a commodity grown in either the barn or greenhouse	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 7. Engage in collaborative leadership 8. Engage in respectful and professional practices
11. Collect and analyze pest scouting data collected from different commodities	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively

12. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
13. Which program areas have been consulted about the change(s)? None.
14. 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 contributes to and aligns with UFV's Indigenization goals and First Peoples Principles of Learning (*First Peoples Principles of Learning – First Nations Education Steering Committee FNESC*) in three ways. First in terms of delivery, land-based learning is an important component of*

Indigenization and in this course we learn on the land regularly through the semester, including in the outdoor classroom (behind H building). Secondly, the overall subject of the course itself (Integrated Pest Management) and the design of the course supports looking at the management of pest issues, in agriculture, from many different perspectives (i.e., economic, ecological, and agronomic). This is especially the case when we examine controversial elements (e.g. pesticides, invasive species, and transgenic crops). Students are asked to take opposing perspectives during in-class discussions. Finally, in terms of content the role of raptors (especially kestrals and barn owls) as biological control agents for rodents is explored. During this portion of the course, we look at raptors ecologically and Indigenous Peoples Knowledge (IPK) about the role that raptors play in ecosystems.

15. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Weekly worksheets are an integral part of the delivery of this course. The worksheet provides students with a summary of the all the new terms introduced each week and gives students a chance to practice questions that are similar to ones that they may see on exams. Students are given time to work on worksheets during class, as hands-on activities are dispersed throughout the lecture. Worksheets are due at the start of the next class, and individual worksheets are relatively low stakes – 5%. Breaking up lectures with hands-on learning and having students work in both small groups and by themselves, are all important ways to meet the needs of a diverse group of learners. Access, via Blackboard, to worksheets is provided prior to class, and PowerPoint slides are provided after class.*
16. 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.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses/barns) for every lecture.*
17. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat $30 and hand lens (optional) $15*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2008
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 203	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Fundamentals of Integrated Pest Management **Course Short Title:** Fundamentals of IPM	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Integrated pest management (IPM) will be examined as a decision-making process for agricultural and non-agricultural settings. The use of pest scouting data and thresholds to make management decisions will be examined and practiced. A range of pest management strategies (chemical, biological, cultural – including different methods of breeding, physical) will be explored. Pesticide issues such as pesticide treadmill, resistance, secondary pest outbreaks, and environmental impact will be discussed. Hands-on barn, lab and greenhouse activities will be incorporated into lectures.

Note: Field trips outside of class time may be required. Please check with the department for details.

Prerequisites (or NONE):	None.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	AGRI 163.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 200**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Supervised laboratory hours (science lab)	10
Experiential (field trip)	10
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: **Fall only**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 2022
Faculty Council approval	**Date of meeting:**	September 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 concepts of Economic Injury Level and Action Threshold.
2. Find and interpret a pesticide label on the online Canadian Pesticide Label Database (Health Canada).
3. Navigate a pesticide label to determine if the product is legal for use in Canada, use specifications, and resistance management protocols.
4. Decide on a proper rotation program for pesticides for resistance management.
5. Differentiate between chronic versus acute toxicity as it relates to pesticide impacts on both humans and wildlife.
6. Differentiate between classical, conservation and introduction biological control – including which types of biological control are appropriate for which situations.
7. Develop a cultural control program for a given pest-commodity scenario.
8. Explain how different types of breeding can be used as a pest management tool.
9. Explain other types of pest control tools including physical and pheromone-based for different pest-commodity scenarios.
10. Implement a pest scouting program for a commodity grown in either the barn or greenhouse.
11. Collect and analyze pest scouting data collected from different commodities.

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

Assignments:	50%	Quizzes/tests:	25%	Final exam:	25%
	%		%		%

Details:

Assignments consist of 5 assignments worth 10% each, that cover different topics of the course. Each assignment includes:

- Data interpretation
- Literature search and citations
- Reflective component

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.	Online resource	University of Minnesota	Radcliffe's IPM World Textbook	2022
2.				
3.				
4.				
5.				

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

Calculator; appropriate, sage clothing for field trips; transportation for field trips.

Course Content and Topics

- Introduction to Integrated Pest Management including historical context – PreWWII, Paul Meuller (DDT), PostWWII, Rachel Carson and Stern et al., current day
- Economic Injury Level (EIL) and Action Threshold (AT)
- Monitoring
- Chemical control (toxicity – acute and chronic)
- Chemical control (pesticide label)
- Chemical control (toxicity – environmental concerns and mitigation)
- Biological control (including raptors for vertebrate control)
- Physical control, pheromone-based control
- Cultural control (including transgenic crops)
- IPM programs – on-farm and area-wide program examples

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: September 20, 2022

Subject: Proposal for revision Agri 237 Introduction to the Health and Nutrition of Farm Animals

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: *The course is 10 years past the review date so many things are out of date. However, please note that the course is an approved course for the BC Institute of Agrologists, and the course has continued to keep up with changes in with both science and industry.*

   Hours are being changed to reflect the reality of how these courses are currently taught. We are unsure how any of these courses were achieving some of the hours that were listed in the original course outlines.

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):

Course Learning Outcomes	ILOs
1. describe the characteristics of a healthy animal (poultry, ruminant, swine) at all stages of life	1. Demonstrate information competency 2. Analyze critically and imaginatively
2. complete a body conditioning score sheet for common livestock animals	1. Demonstrate information competency 3.Use knowledge and skills proficiently

3. obtain information about the clinical signs of common livestock diseases from reputable sources	1. Demonstrate information competency 2. Analyze critically and imaginatively
4. describe the clinical signs associated with common livestock diseases	3.Use knowledge and skills proficiently
5. describe the basic biology of common livestock pathogens, includes modes of transmission	1. Demonstrate information competency 3. Use knowledge and skills proficiently
6. explain the connection between animal health and disease susceptibility	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively
7. collect samples for submission to a veterinary or other diagnostic lab	1. Demonstrate information competency 3. Use knowledge and skills proficiently
8. develop a management plan based on results of lab submissions	2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
9. explain the role of housing, bedding, and handling on disease prevention	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
10. develop an on-farm biosecurity program for a livestock operation	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 8. Engage in respectful and professional practices
11. develop Standard Operation Procedures (SOPs) for best practices associated with biosecurity	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 8. Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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).

   Please Note we have responded to Questions 6 and 7 in a similar manner for all of our courses that require working with animals in the teaching barn as part of Learning Outcomes and Assessment (Agri 237, 239, 256, 331).

Throughout this course the welfare of livestock animals is emphasized, regardless of the specific topic being covered, e.g., animal housing is about welfare but so too is understanding disease transmission. Tools for assessing animal welfare such as the Five Freedoms (https://www.canr.msu.edu/news/an_animal_welfare_history_lesson_on_the_five_freedoms) or the Three Circles (https://www.canr.msu.edu/news/animal_welfare_for_youth_part_3_introducing_the_three_circles_model_to_yout) are models of Animal Welfare that align with Indigenous concepts of Animal Personhood (although this concept is not universal across all Indigenous people in Canada (see Animal Personhood in Mi'kmaq Perspective: https://tspace.library.utoronto.ca/bitstream/1807/87497/1/societies-04-00672.pdf). Introducing the concept of Animal Personhood within the larger context of Animal Welfare meets some of the First Peoples Principles of Learning (http://www.fnesc.ca/first-peoples-principles-of-learning/) including: "Learning recognizes the role of Indigenous knowledge; and Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors". Animal People are recognized as either parts of the community or as ancestors, in many Indigenous teachings, see for example Stó:lō teachings around salmon (https://www.missionmuseum.com/local-history/stolo/).

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Please see response to Number 6. The delivery of this course emphasizes hands on experience and building student confidence and skills working safely with animals in a smaller-scale livestock setting. This approach is intentional to ensure that students with varying levels of experience working with animals have a chance to develop their confidence at their own pace. All livestock courses included animal care and barn chores as part of the assessment, and these "Chore Logs" provide students with an opportunity to reflect on the application of their learning and also in the development of their skills.*

   Please note students who are prohibited from working with certain species (e.g., swine or beef) for religious purposes will be able to bypass handling and care of those animals without impacting their ability to obtain Learning Outcomes or complete Assessments.

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.): *A class size limit of 25 ensures that students are safely able to move and handle animals in the UFV Demonstration Barn on CEP campus.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Safety boots, coveralls for barn chores - $100 (can be used for other courses Agri 237, Agri 239, Agri 254, Agri 256, Agri 331)*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2008
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 237	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to the Health of Farm Animals **Course Short Title:** Intro: Health of Farm Animals	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Biology and management of common livestock diseases is explored with a focus on prevention and diagnosis. The relationship between nutrition, housing, and welfare on disease susceptibility will be explored. Current and emerging practices for disease treatment will be examined. Theory will be combined with hands-on animal care in the on-campus CEP Demonstration Barn, both during and outside scheduled class time.

Note: Field trips outside of class time will be required. Please check with the department for details.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 133, AGRI 137**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Experiential (cultural/elder learning or participation)	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **[click to select]**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination(s), industry experience

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 2022
Faculty Council approval	**Date of meeting:**	October 7, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 characteristics of a healthy animal (poultry, ruminant, swine) at all stages of life.
2. Complete a body conditioning score sheet for common livestock animals.
3. Obtain information about the clinical signs of common livestock diseases from reputable sources.
4. Describe the clinical signs associated with common livestock diseases.
5. Describe the basic biology of common livestock pathogens, includes modes of transmission.
6. Explain the connection between animal health and disease susceptibility.
7. Collect samples for submission to a veterinary or other diagnostic lab.
8. Develop a management plan based on results of lab submissions.
9. Explain the role of housing, bedding, and handling on disease prevention.
10. Develop an on-farm biosecurity program for a livestock operation.
11. Develop Standard Operation Procedures (SOPs) for best practices associated with biosecurity.

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

Assignments:	40%	Quizzes/tests:	20%	Final exam:	40%
	%		%		%

Details:

One of the assignment is an Animal Care Log - Students will develop a reflective log documenting their days and hours spent doing animal care and barn chores in the UFV Demonstration Barn (worth 20%).

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.	Online resource		Merck Veterinary Manual https://www.merckvetmanual.com/	
2.	Online resource	National Farm Animal Care Council	Codes of Practice for Specific Animal Groups https://www.nfacc.ca/	
3.				
4.				
5.				

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

Course Content and Topics

- Record keeping and digestion
- In-barn introduction to principles of animal care and welfare including global and Indigenous perspectives on care – e.g., European standards of welfare versus Canadian, and Indigenous concepts of Animal Personhood, and Animals as Ancestors.
- Digestion in ruminants
- Nutrients and their analysis
- Nutrients and diet formulation principals
- Feed processing plant field trip
- Feed processing practices
- Potential guests – BC Agriculture Animal Health Laboratory Technician/Veterinarian and feed processing company representative
- Cadaver – ruminant anatomy
- Respiratory diseases and control
- Vaccinations and herd immunity
- Diseases of the digestive system
- Diseases of the mammary system
- Surgical conditions in farm animals

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: September 20, 2022

Subject: Proposal for revision Agri 239 Management and Production of Beef, Sheep, and Goats

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: *The course is 10 years past the review date so many things are out of date. However, please note that the course is an approved course for the BC Institute of Agrologists, and the course has continued to keep up with changes in with both science and industry.*

   Hours are being changed to reflect the reality of how these courses are currently taught. We are unsure how any of these courses were achieving some of the hours that were listed in the original course outlines.

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):

Course Learning Outcomes	ILOs
1. describe the challenges and opportunities in the Canadian beef/sheep/goat industry in comparison to regulated livestock sectors (i.e. poultry and dairy)	1. Demonstrate information competency 2. Analyze critically and imaginatively
2. identify breeds of cattle/sheep/goats	1. Demonstrate information competency 3.Use knowledge and skills proficiently

3. explain the principles of genetic herd improvement	1. Demonstrate information competency
4. explain the female reproductive cycle of the cow/sheep/goat	1. Demonstrate information competency
5. develop a feeding program for beef/sheep/goat at various life stages	1. Demonstrate information competency
6. develop an on-farm biosecurity program with standard operating procedures (SOPs)	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively
7. develop a replacement animal management plan	2. Analyze critically and imaginatively
8. describe the management needs of beef/sheep/goats - in terms of management of bull/ram/buck, calf/lamb/kid management	1. Demonstrate information competency
9. explain maternity challenges of beef/sheep/goat	1. Demonstrate information competency
10. apply animal welfare principles to develop safe animal handling and housing procedures	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 8. Engage in respectful and professional practices
11. identify the clinical signs of common diseases of beef/sheep and goat	1. Demonstrate information competency 3. Use knowledge and skills proficiently

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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).

   Please Note we have responded to Questions 6 and 7 in a similar manner for all of our courses that require working with animals in the teaching barn as part of Learning Outcomes and Assessment (Agri 237, 239, 256, 331).

   Throughout this course the welfare of livestock animals is emphasized, regardless of the specific topic being covered, e.g., animal housing is about welfare but so too is understanding disease

transmission. Tools for assessing animal welfare such as the Five Freedoms (https://www.canr.msu.edu/news/an_animal_welfare_history_lesson_on_the_five_freedoms) or the Three Circles (https://www.canr.msu.edu/news/animal_welfare_for_youth_part_3_introducing_the_three_circles_model_to_yout) are models of Animal Welfare that align with Indigenous concepts of Animal Personhood (although this concept is not universal across all Indigenous people in Canada (see Animal Personhood in Mi'kmaq Perspective: https://tspace.library.utoronto.ca/bitstream/1807/87497/1/societies-04-00672.pdf). Introducing the concept of Animal Personhood within the larger context of Animal Welfare meets some of the First Peoples Principles of Learning (http://www.fnesc.ca/first-peoples-principles-of-learning/) including: "Learning recognizes the role of Indigenous knowledge; and Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors". Animal People are recognized as either parts of the community or as ancestors, in many Indigenous teachings, see for example Stó:lō teachings around salmon (https://www.missionmuseum.com/local-history/stolo/).

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Please see response to Number 6. The delivery of this course emphasizes hands on experience and building student confidence and skills working safely with animals in a smaller-scale livestock setting. This approach is intentional to ensure that students with varying levels of experience working with animals have a chance to develop their confidence at their own pace. All livestock courses included animal care and barn chores as part of the assessment, and these "Chore Logs" provide students with an opportunity to reflect on the application of their learning and also in the development of their skills.*

   Please note: Students who are unable to work with beef for religious purposes may take Agri 210 as a substitute for Agri 239.

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.): *A class size limit of 25 ensures that students are safely able to move and handle animals in the UFV Demonstration Barn on CEP campus.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Safety boots, coveralls for barn chores - $100 (can be used for other courses Agri 237, Agri 239, Agri 254, Agri 256, Agri 331)*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2008
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 239	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Management and Production of Beef, Sheep, and Goats **Course Short Title:** Mgmt & Prod: Beef/Sheep/Goats	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Focuses on nutrition, genetics, welfare, common diseases, and housing of beef, sheep, and goats. Business opportunities and marketing will be explored for these unregulated commodities. Theory will be combined with hands-on animal care in the on-campus CEP Demonstration Barn, both during and outside scheduled class time.

Note: Field trips outside of class time will be required. Please check with the department for details.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Experiential (cultural/elder learning or participation)	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No Yes

Course Details

Special Topics course: **[click to select]**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination(s), Articulated agreements

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 2022
Faculty Council approval	**Date of meeting:**	October 7, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 challenges and opportunities in the Canadian beef/sheep/goat industry in comparison to regulated livestock sectors (i.e. poultry and dairy).
2. Identify breeds of cattle/sheep/goats.
3. Explain the principles of genetic herd improvement.
4. Explain the female reproductive cycle of the cow/sheep/goat.
5. Develop a feeding program for beef/sheep/goat at various life stages.
6. Develop an on-farm biosecurity program with standard operating procedures (SOPs).
7. Develop a replacement animal management plan.
8. Describe the management needs of beef/sheep/goats - in terms of management of bull/ram/buck, calf/lamb/kid management.
9. Explain maternity challenges of beef/sheep/goat.
10. Apply animal welfare principles to develop safe animal handling and housing procedures.
11. Identify the clinical signs of common diseases of beef/sheep and goat.

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

Assignments:	40%	Quizzes/tests:	20%	Final exam:	40%
	%		%		%

Details:

One of the assignment is an Animal Care Log - Students will develop a reflective log documenting their days and hours spent doing animal care and barn chores in the UFV Demonstration Barn (worth 20%).

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.	Online resource	National Farm Animal Care Council	Codes of Practice for Beef Cattle, Goats and Sheep https://www.nfacc.ca/	
2.	Online resource		Merck Veterinary Manual: https://www.merckvetmanual.com	
3.	Textbook	Herren	The Science of Animal Agriculture	
4.	Textbook		Modern Livestock and Poultry Production	
5.	Textbook		Raising Sheep the Modern Way	

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

Coveralls, boots, calculator, notebook, transportation to field trips.

Course Content and Topics

- Sheep introduction to breeds and behavior
- In-barn introduction to principles of beef, sheep and goat care and welfare including global and Indigenous perspectives on care – e.g., European standards of welfare versus Canadian, and Indigenous concepts of Animal Personhood, and Animals as Ancestors.
- Sheep parasites and anthelminthic resistance
- Sheep lameness control and reproduction
- Sheep pregnancy and parturition
- Sheep nutrition principles
- Goat introduction - Breeds and behaviour
- Goat health issues
- Goat nutrition
- Field trip to goat farm
- Markets for goat dairy and meat products
- Field trip to beef farm
- Beef introduction to breeds and behaviour
- Guest speaker from BC Cattlemen's Association
- Beef animal reproduction
- Beef animal health and issues
- Beef animal calf care and nutrition

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: September 20, 2022

Subject: Proposal for revision Agri 256 Management and Production of Poultry and Swine

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: *The course is 10 years past the review date so many things are out of date. However, please note that the course is an approved course for the BC Institute of Agrologists, and the course has continued to keep up with changes in with both science and industry.*

   Hours are being changed to reflect the reality of how these courses are currently taught. We are unsure how any of these courses were achieving some of the hours that were listed in the original course outlines.

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):

Course Learning Outcomes	ILOs
1. describe the Canadian poultry and swine sectors	1. Demonstrate information competency
2. explain differences in marketing of poultry and swine due to different levels of regulation	1. Demonstrate information competency 3.Use knowledge and skills proficiently
3. explain the differences in monogastric versus ruminant digestion	1. Demonstrate information competency

4. explain the principles of genetic herd/flock improvement	1. Demonstrate information competency
5. explain the reproductive cycle and breeding of poultry/swine	1. Demonstrate information competency 3. Use knowledge and skills proficiently
6. produce a feeding program for poultry/swine at various life stages	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively
7. describe the pros and cons of "all in/all out" management system	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
8. practice record keeping and decision making for a poultry operation from hatching to slaughter or egg-laying	2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 4. Initiate enquiries and develop solutions to problems
9. collect samples for analysis by a veterinary or other diagnostic lab; develop follow-up plan	2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 4. Initiate enquiries and develop solutions to problems
10. develop an on-farm biosecurity program with standard operating procedures (SOPs)	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 8. Engage in respectful and professional practices
11. apply animal welfare principles to develop safe animal handling at all stages of life and care	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 8. Engage in respectful and professional practices
12. identify the clinical signs of common diseases of poultry/swine and their respective control methods.	1. Demonstrate information competency 3. Use knowledge and skills proficiently

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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).

Please Note we have responded to Questions 6 and 7 in a similar manner for all of our courses that require working with animals in the teaching barn as part of Learning Outcomes and Assessment (Agri 237, 239, 256, 331).

Throughout this course the welfare of livestock animals is emphasized, regardless of the specific topic being covered, e.g., animal housing is about welfare but so too is understanding disease transmission. Tools for assessing animal welfare such as the Five Freedoms (https://www.canr.msu.edu/news/an_animal_welfare_history_lesson_on_the_five_freedoms) or the Three Circles (https://www.canr.msu.edu/news/animal_welfare_for_youth_part_3_introducing_the_three_circles_model_to_yout) are models of Animal Welfare that align with Indigenous concepts of Animal Personhood (although this concept is not universal across all Indigenous people in Canada (see Animal Personhood in Mi'kmaq Perspective: https://tspace.library.utoronto.ca/bitstream/1807/87497/1/societies-04-00672.pdf). Introducing the concept of Animal Personhood within the larger context of Animal Welfare meets some of the First Peoples Principles of Learning (http://www.fnesc.ca/first-peoples-principles-of-learning/) including: "Learning recognizes the role of Indigenous knowledge; and Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors". Animal People are recognized as either parts of the community or as ancestors, in many Indigenous teachings, see for example Stó:lō teachings around salmon (https://www.missionmuseum.com/local-history/stolo/).

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Please see response to Number 6. The delivery of this course emphasizes hands on experience and building student confidence and skills working safely with animals in a smaller-scale livestock setting. This approach is intentional to ensure that students with varying levels of experience working with animals have a chance to develop their confidence at their own pace. All livestock courses included animal care and barn chores as part of the assessment, and these "Chore Logs" provide students with an opportunity to reflect on the application of their learning and also in the development of their skills.*

Please note: Students who are unable to work with swine for religious reasons may take Agri 210 as an alternative to Agri 256.

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.): *A class size limit of 25 ensures that students are safely able to move and handle animals in the UFV Demonstration Barn on CEP campus.*

9. Estimate of the typical costs for this course, including textbooks and other materials: *Safety boots, coveralls for barn chores - $100 (can be used for other courses Agri 237, Agri 239, Agri 254, Agri 256, Agri 331)*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2009
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 256	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Management and Production of Poultry and Swine **Course Short Title:** Mgmt & Prod of Poultry & Swine	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Focuses on nutrition, genetics, welfare, and common diseases of poultry and swine. Differences in the marketing of supply managed versus unregulated commodities will be explored. Theory will be combined with hands-on animal care in the on-campus CEP Demonstration Barn, both during and outside scheduled class time.

Note: Field trips outside of class time will be required. Please check with the department for details.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 139**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Experiential (cultural/elder learning or participation)	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No Yes

Course Details

Special Topics course: **[click to select]**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 2022
Faculty Council approval	**Date of meeting:**	October 7, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 Canadian poultry and swine sectors.
2. Explain differences in marketing of poultry and swine due to different levels of regulation.
3. Explain the differences in monogastric versus ruminant digestion.
4. Explain the principles of genetic herd/flock improvement.
5. Explain the reproductive cycle and breeding of poultry/swine.
6. Produce a feeding program for poultry/swine at various life stages.
7. Describe the pros and cons of "all in/all out" management system.
8. Practice record keeping and decision making for a poultry operation from hatching to slaughter or egg-laying.
9. Collect samples for analysis by a veterinary or other diagnostic lab; develop follow-up plan.
10. Develop an on-farm biosecurity program with standard operating procedures (SOPs).
11. Apply animal welfare principles to develop safe animal handling at all stages of life and care.
12. Identify the clinical signs of common diseases of poultry/swine and their respective control methods.

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

Quizzes/tests:	20%	Final exam:	40%	Assignments:	40%

Details:

One of the assignment is an Animal Care Log - Students will develop a reflective log documenting their days and hours spent doing animal care and barn chores in the UFV Demonstration Barn (worth 20%).

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.	Online resource	National Farm Animal Care Council	Codes of Practice for Pigs, and Chickens, Turkeys and Breeders, Pullets and Laying Hens	
2.	Online resource		Merck Veterinary Manual https://www.merckvetmanual.com/	
3.	Textbook	Patience and Thacker	Swine Nutrition Guide	
4.	Textbook		Poultry Production 12th edition	
5.	Textbook		Poultry Nutrition Handbook	

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

Additional texbooks, references, materials - Commercial Chicken Production Manual. Poultry Breeding and Genetics, BC Chicken Marketing Regulations.

Supplies – Coveralls, boots, calculator, notebook, transportation to field trips

Course Content and Topics

- The poultry industry
- In-barn introduction to poultry and swine care including global and Indigenous perspectives on care – e.g. European standards of welfare versus Canadian, and Indigenous concepts of Animal Personhood, and Animals as Ancestors.
- Anatomy and physiology
- Broiler management
- Layer management
- Turkey management
- Duck management
- Other avian species
- The swine industry
- Breeding and improvement
- Reproduction
- Feeding
- Herd health
- Facilities and equipment
- Buying and selling pigs
- Records and analysis

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 306 Field Techniques in Pest Management

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: *The course is due for review. The course is an approved course for the BC Institute of Agrologists. Learning outcomes have evolved to reflect the knowledge proficiencies and skills competencies required for agriculture.*

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):

Course Learning Outcomes	ILOs
Calibrate a backpack sprayer to determine standard pesticide use variables (amount of product, amount of water, amount of area)	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Solve various pesticide application calculations including application and product rates, volumes, and area to be treated	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
Implement a biological control program for one of the UFV greenhouse pests, including quality control assessments and post release monitoring.	1. Demonstrate information competency 2. Analyze critically and imaginatively

	3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems
Conduct a research project from conception to final analysis of data and presentation of results via a poster	1. Demonstrate information competency 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 5. Communicate effectively 6. Pursue self-motivated and self-reflective learning
Evaluate the efficacy of different pest control measures using data collected before and after implementation	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
Deliver a training module for fellow students on a pest management specific activity	1. Demonstrate information competency 6. Pursue self-motivated and self-reflective learning 8. Engage in respectful and professional practices
Develop and implement a weekly monitoring program for an agricultural operation (horticulture or livestock) using information from a variety of sources	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 5. Communicate effectively
Discuss the advantages and disadvantages of a variety of pest control tools commonly used in the Fraser Valley, including pesticides, biological control and genetically-engineered crops (e.g. glyphosate-tolerant crops)	1. Demonstrate information competency 2. Analyze critically and imaginatively 9. Contribute regionally and globally
Participate in the Pacific Agriculture Show by attending related presentations	6. Pursue self-motivated and self-reflective learning 8. Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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 contributes to and aligns with UFV's Indigenization goals primarily in the mode of delivery. In the first part of the course, students work in groups every week on different aspects of pest management with the focus being on implementing a practice and then evaluating the efficacy one to three weeks later. A very large group project is also conducted in the second part of the course. Lastly, as part of the overall departmental goal to "Train-the-Trainer" students deliver a training to the rest of the class on a pest control practice. For all activities, reflection and participation in classroom community (via sharing observations and learning) is emphasized. As part of "Train-the-Trainer" and the group research project students are asked to reflect on their leadership and group work styles. These reflective activities and the emphasis on co-creating a learning community in the classroom align with Indigenization principles, including (from First Peoples Principles of Learning - First Peoples Principles of Learning – First Nations Education Steering Committee FNESC) *(with underlines by me for emphasis)*

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *All assessment in this course has a reflective component. In this course students are assessed on their participation and in the building of their knowledge, skills, and understanding from previous courses. Reflective components of assignments allow students to share "where they started" and "where they are now" and ensures that the instructor can adjusts delivery to make sure everyone gets to "where they need to be". An important goal of EDI is to recognize that everyone starts at a different place. Student reflections are tools that enable instructors to ensure that everyone in a course arrives at the same place. Additional elements of assessment and design to support the diversity of learners includes options for oral assessment, all group projects have both individual and group assessment.*

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.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses/barns) for every lecture.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Student admission rates for the Pacific Agriculture Show are $30 (Agriculture Technology Dept. typically subsidizes students who cannot pay, and UFV students have access to volunteer opportunities to get free access). Lab coat $30, hand lens (strongly recommended) $15.*

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2008
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 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.

Course Code and Number: AGRI 306	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Field Techniques in Integrated Pest Management **Course Short Title:** Field Techniques in IPM	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Focus is on the practice of integrated pest management (IPM), i.e. detection, diagnosis, and management of pests (arthropods, weeds, diseases, vertebrates) common to any agricultural production system (field, greenhouse, indoor, housed animals, or pastured animals). Students will conduct hands-on research (pest survey or production evaluation). Communication and extension practice including developing training modules, posters, and information sessions. Students will participate in weekly scouting of greenhouse and/or barn pests on UFV Chilliwack campus.

Note: Field trips outside of class time, including to the Pacific Agriculture Show, will be required. Please check with the department for details.

Prerequisites (or NONE):	AGRI 163 and AGRI 203.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 206, AGRI 205**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Supervised laboratory hours (science lab)	10
Experiential (field trip)	10
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: **Winter only**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 2022
Faculty Council approval	**Date of meeting:**	September 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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:

- Calibrate a backpack sprayer to determine standard pesticide use variables (amount of product, amount of water, amount of area).
- Solve various pesticide application calculations including application and product rates, volumes, and area to be treated.
- Implement a biological control program for one of the UFV greenhouse pests, including quality control assessments and post release monitoring.
- Conduct a research project from conception to final analysis of data and presentation of results via a poster.
- Evaluate the efficacy of different pest control measures using data collected before and after implementation.
- Deliver a training module for fellow students on a pest management specific activity.
- Develop and implement a weekly monitoring program for an agricultural operation (horticulture or livestock), using information from a variety of sources.
- Discuss the advantages and disadvantages of a variety of pest control tools commonly used in the Fraser Valley, including pesticides, biological control and genetically-engineered crops (e.g. glyphosate-tolerant crops).
- Engage in professional practice specifically agricultural extension e.g., participate in the Pacific Agriculture Show.

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

Assignments:	50%	Project:	25%	Quizzes/tests:	25%

Details:

Lecture and hands-on work in UFV Lab, Greenhouses and Barns. Guest lecturers and field trips. A total of five assignments are used throughout the semester including a large research project that is scaffolded into four smaller assignments. Assignments 1-4 are between 10-15% of course grade and the research project has a total weight of 25%.

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	Flint, M.	IPM in Practice: Principles and Methods of IPM	2012
2.				
3.				
4.				
5.				

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

Calculator; appropriate, sage clothing for field trips; transportation for field trips.

Course Content and Topics

Module 1: Pest Control Techniques

- Biological control
  - When to use biological control
  - Determining which natural enemies are needed
  - Assessing natural enemy quality
  - Handling and release considerations for natural enemies
  - Developing a biologically based management program
  - Compatibility of natural enemies with other control tools
- Chemical control
  - When to use chemical control
  - Selecting the appropriate pesticide
  - Reading the pesticide label
  - Sprayer calibration & pesticide calculations
  - Storage, mixing and application
  - Sprayer types - including nozzles
  - Assessing spray coverage (use of spray cards)
- Other types of control:
  - Mammals and birds in both agricultural and urban environments
  - Structural pest control
  - Pest control of stored grain

Module 2: Pest monitoring

- Components of a monitoring program

- Finding thresholds for pests
  - Economic thresholds
  - Other types of thresholds
- Tools for monitoring
  - Data sheet
  - Visual assessment
  - Trapping tools
  - BCMAL plant diagnostic lab
- Decision making following monitoring
  - Grower reports
  - Record keeping

Module 3: Pest Control Research

- Types of research
  - Assessing control methods
    - Experimental
    - Operational
  - Pest biology and phenology
  - Survey
- Steps in conducting a research project
  - Identifying question in collaboration with growers
  - Grower group priority lists
  - Previous work
    - Literature review
  - Identifying other researchers and experts
  - Identifying grower collaborators for on-farm trials
  - Setting up experiment, survey area etc.
  - Data collection and analysis
  - Writing up and presenting results (usually at UFV Student Research Day)

Module 4: Communications and extension

- Train-the-trainer (learning to be a supervisor)
- Standard operating procedures and other training materials

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: June 6, 2022

Subject: Proposal for revision of Agri 323 Fruit Crop Production: Science & Practice

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: *The course is due for review. The course is an approved course for the BC Institute of Agrologists.*

   AGRI 124 is being moved from a prerequisite to a pre/corequisite. 30 credits is a sufficient prerequisite, as many students are coming from farming families but taking other programs (business, social work, etc.), so students in these scenarios will often take some Ag courses as free electives and normally do very well and appreciate the upper-level credit. Some of our courses are used by programs like integrated studies or general studies diploma. Again, if a student has sufficient skill as a student, they can be successful in catching up on any missed info covered in earlier courses on their own.

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):

Course Learning Outcomes	ILOs
1. Describe the commercial fruit industry in BC in terms of current production and future opportunities	1. Demonstrate information competency 2. Analyze critically and imaginatively

2. Describe Indigenous cultivation practices in the Fraser Valley, pre-contact and contemporary	1. Demonstrate information competency 2. Analyze critically and imaginatively 9. Contribute regionally and globally
3. Explain the underlying science (morphology, physiology and post-harvest handling) in order to develop an evidence-based approach to sustainable commercial production of specific crops	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems
4. List the requirements for selecting a suitable site for various fruit crops including ecosystem impacts and services of a site	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems
5. Perform soil and other tests (e.g., chlorophyll content) to determine improvements for optimum plant growth	1. Demonstrate information competency 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 8. Engage in respectful and professional practices
6. Differentiate the pros and cons of various varieties, including older heritage varieties and newer varieties	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
7. Describe current methods used in fruit breeding including traditional breeding and various genetic approaches (transgenics, gene editing)	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
8. Identify both abiotic and biotic causes of crop stress and yield loss	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 8. Engage in respectful and professional practices
9. Conduct a group research project including question development, literature review, experimental design, data collection, data summary, interpretation, presentation.	1. Demonstrate information competency 3. Use knowledge and skills proficiently 4. Initiate inquiries and develop solutions to problems 5. Communicate effectively 6. Pursue self-motivated and self-reflective learning 8. Engage in respectful and professional practices
10. Determine appropriate timing (yield estimation) and techniques for harvest of fruit crops in British Columbia	1. Demonstrate information competency 2. Analyze critically and imaginatively

	3. Use knowledge and skills proficiently
11. Identify the use of automation, robotics and data science in fruit production as tools for addressing labour, sustainability, and other production issues.	1. Demonstrate information competency 2. Analyze critically and imaginatively 4. Initiate inquiries and develop solutions to problems 6. Pursue self-motivated and self-reflective learning
12. Identify different types of pollination management approaches for fruit production	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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 contributes to and aligns with UFV's Indigenization goals primarily in the terms of topic selection and curriculum delivery. The course opens with an exploration of the role of fruit crops for Sto:lo peoples including pre-contact and contemporary uses and cultivation practices. Throughout the class we take the learning on to the land, both to farms in Abbotsford and Chilliwack and the outdoor classroom (behind H-building). Hands-on learning is integrated throughout each class. These elements align with First Peoples Principles of Learning First Peoples Principles of Learning – First Nations Education Steering Committee FNESC *specifically (with underlines for my emphasis)*

   - *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*
   - *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*
   - *Learning involves recognizing the consequences of one's actions*
   - *Learning recognizes the role of Indigenous knowledge.*

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *This course has pre-class readings/viewings from online sources and a quiz that is completed pre-class, to ensure readings are completed. During class students are given time to complete worksheets with lectures broken up with periods for hands-on learning. Tests and quizzes emphasize problem solving and working*

through scenarios and there is an option of oral assessment. The large research project is scaffolded to allow for smaller assessments that build to the final presentation. These methods have been chosen to make this very technical and comprehensive accessible to all students regardless of learning styles and previous experience with agriculture.

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.) *This course does not have a stand-alone lab. Instead, the course is taught in a lab and we can move from lecture to hands-on (in both the lab and the outdoor classroom/greenhouses) for every lecture.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Lab coat $30, hand lens $15, field trip kilometers from CEP campus – Willems Berry Farm – 35 km, to Chilliwack field trip options – 15 km (total fuel costs <$40).*

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2009
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 323	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Fruit Crop Production: Science and Practice **Course Short Title:** Fruit Crop Production	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Both commercial production and traditional production practices by Indigenous peoples (pre-contact and contemporary) of fruit crops will be explored. Topics include biology of the crop groups, site selection factors, field preparation, variety selection, cultivation practices, post harvest physiology, storage, and marketing. The current use of robotics, automation, and data science will be examined for the production of commodities.

Note: Field trips outside of class time will be required. Please check with the department for details.

Prerequisites (or NONE):	30 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	AGRI 124.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 223**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar		25
Supervised laboratory hours (science lab)	Seminar	10
Experiential (field trip)		10
Total hours		**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **[click to select]**

Expected frequency: **Fall only**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination; writing of scientific paper on fruit crops.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	June 2022
Faculty Council approval	**Date of meeting:**	September 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 commercial fruit industry in BC in terms of current production and future opportunities.
2. Describe Indigenous cultivation practices in the Fraser Valley, pre-contact and contemporary.
3. Explain the underlying science (morphology, physiology, and post-harvest handling) in order to develop an evidence-based approach to sustainable commercial production of specific crops.
4. List the requirements for selecting a suitable site for various fruit crops including ecosystem impacts and services of site characteristics.
5. Perform soil and other tests (e.g., chlorophyll content) to determine improvements for optimum plant growth6. Differentiate the pros and cons of various varieties, including older heritage varieties and newer varieties.
6. Describe current methods used in fruit breeding including traditional breeding and various genetic approaches (transgenics, gene editing).
7. Identify both abiotic and biotic causes of crop stress and yield loss.
8. Conduct a group research project including question development, literature review, experimental design, data collection, data summary, interpretation, and presentation.
9. Determine appropriate timing (yield estimation) and techniques for harvest of fruit crops in British Columbia.
10. Identify the use of automation, robotics, and data science in fruit production as tools for addressing labour, sustainability, and other production issues.
11. Identify different types of pollination management approaches for fruit production.

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

Assignments	25%	Quizzes/tests:	30%	Final exam:	20%
Project:	25%		%		%

Details:

Weekly quizzes are done pre-class to ensure that students have completed the pre-class readings. Assignments consist of weekly to bi-weekly worksheets that assess students learning usually with hands-on activities dispersed through the lecture. A series of smaller assignments are scaffolded into a larger research project.

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.	Other	Reimer, Chad	Before we lost the lake: A natural and human history of Sumas Valley	2019
2.	Online resource	Ministry of Agriculture BC	BC Berry Production Guide	
3.				
4.				
5.				

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

Course Content and Topics

- What is a fruit?
- Fruit production by Sto:lo peoples in the Fraser Valley: berry patches/forest gardens and survey of locally important fruit crops
- Field trip to Willems Berry Farm (Abbotsford BC)
- Taxonomy, morphology, physiology, life history
- Biotic resources: plants – variety selection and breeding
- Abiotic resources; nutrients, water, light, temperature – site selection
- Nutrient and pest management
- Production – harvest and dormancy (Van Maren Hazelnut Farm – Harvest Option 1)
- Production – maintenance/pre-production (Tri R Cranberries – Harvest Option 2)
- Production – propagations
- Post-harvest fruit quality
- Research project – final data collection and poster layout
- Industry trends and issues (including automation trade, labour, competition, sustainability)
- Fruit production research day – poster presentations

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: September 20, 2022

Subject: Proposal for revision Agri 328 Forage Crop Production: Science & Practice

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: *The course is 10 years past the review date so many things are out of date. However, please note that the course is an approved course for the BC Institute of Agrologists, and the course has continued to keep up with changes in with both science and industry.*

   Hours are being changed to reflect the reality of how these courses are currently taught. We are unsure how any of these courses were achieving some of the hours that were listed in the original course outlines.

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):

Course Learning Outcomes	ILOs
1. describe the physiology and nutritional value of different forages (specifically, legumes and grasses)	1. Demonstrate information competency
2. identify different forages commonly grown in the Fraser Valley	1. Demonstrate information competency 3.Use knowledge and skills proficiently
3. develop a forage production plan for a site based soil nutrient analysis and field history	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently

4. collect and interpret a forage sample for analysis	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
5. describe the fermentation process needed to make silage	1. Demonstrate information competency
6. explain practices during production, harvest and storage that impact hay or silage quality	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 4. Initiate enquiries and develop solutions to problems
7. critically examine opportunities for alternative sources of feed for commercial livestock	2. Analyze critically and imaginatively 4. Initiate enquiries and develop solutions to problems
8. develop a manure application plan for a Fraser Valley forage grass field using growing degree-day calculators	1. Demonstrate information competency 2. Analyze critically and imaginatively 5. Communicate effectively 8. Engage in respectful and professional practices
9. explain practices to reduce the environmental footprint of forage production, including integrated pest management, fertilizer management, and use of cover crops	2. Analyze critically and imaginatively 4. Initiate enquiries and develop solutions to problems 9. Contribute regionally and globally

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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).

   Forage (grass for hay and corn for silage) production is the biggest use of agricultural land in the Fraser Valley. These lands are usually farmed by dairy or poultry producers. Some of the more "traditional" (i.e. 1950's to 2000's) practices associated with forage production have been linked with a number of environmental harms, most notably eutrophication of surface or ground water, around the world. Therefore, integrating a forage production class into the livestock certificate or diploma provides a critical opportunity to train students on the environmental impacts of forage production practices on the surrounding landscape. Traditionally the focus of forage production has been on the nutritional value of the forage crop for animals. In this course, evidence-based practices that reduce impacts of forage production on the surrounding environment are also emphasized. We believe that this approach ensures that students understand that activities that happen on

agricultural lands are not happening in isolation of the surrounding ecosystem. This approach is consistent with First Peoples Principles of Learning (http://www.fnesc.ca/first-peoples-principles-of-learning/), specifically:

- *Learning ultimately supports the well-being of the self, the family, the community, **the land**, the spirits, and the ancestors (Emphasis ours)*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a **sense of place**). (Emphasis ours)*
- *Learning involves recognizing the consequences of one's actions.*

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Please see response to Number 6. Because many of the students who take the Livestock program are not often familiar with plants an important element of the forage production class is the project where students grow their own forages in the greenhouse. This assignment provides an opportunity for hands-on learning for this course, which is an important way to deliver learning opportunities to students who are neurodiverse and learn best by doing.*

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.): *A class size limit of 25 ensures that students are safely able to attend field trips to local dairy barns to see silage and hay storage and observe fields during the winter months.*

9. Estimate of the typical costs for this course, including textbooks and other materials: There are no additional costs for this course.

CWC comments and responses:

- Why are the prerequisites AGRI 237 or 30 credits? Is AGRI 237 not essential for success in either course? Screening noted that a number of other 300-level AGRI courses include the option of 30 credits, and wondered if the department has considered re-examining these to see if they are meeting expectations and if students are able to be successful with 30 credits rather than specific agriculture courses.

  30 credits is a sufficient prerequisite, as many students are coming from farming families but taking other programs (business, social work, etc.), so students in these scenarios will often take some Ag courses as free electives and normally do very well and appreciate the upper-level credit. Some of our courses are used by programs like integrated studies or general studies diploma. If a student has sufficient skill as a student, they can be successful in catching up on any missed info covered in earlier courses on their own.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2009
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 328	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Forage Crop Production: Science and Practice **Course Short Title:** Forage Crop Production	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Focuses on common production techniques and use of commonly grown forage crops, with both theory and hands-on practice in the CEP on-campus greenhouse. Emphasis on maximizing the use of homegrown forages to meet the nutritional requirements of livestock.

Note: Field trips outside of class time will be required. Please check with the department for details.

Prerequisites (or NONE):	AGRI 237 or 30 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 228**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	35
Experiential (cultural/elder learning or participation)	10
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **[click to select]**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **[click to select]**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination(s), portfolio assessment, interview(s)

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 2022
Faculty Council approval	**Date of meeting:**	October 7, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 physiology and nutritional value of different forages (specifically, legumes and grasses).
2. Identify different forages commonly grown in the Fraser Valley.
3. Develop a forage production plan for a site-based soil nutrient analysis and field history.
4. Collect and interpret a forage sample for analysis.
5. Describe the fermentation process needed to make silage.
6. Explain practices during production, harvest, and storage that impact hay or silage quality.
7. Critically examine opportunities for alternative sources of feed for commercial livestock.
8. Develop a manure application plan for a Fraser Valley forage grass field using growing degree-day calculators.
9. Explain practices to reduce the environmental footprint of forage production, including integrated pest management, fertilizer management, and use of cover crops.

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

Assignments:	45%	Final exam:	35%	Quizzes/tests:	20%
	%		%		%

Details:

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	Bittman, S. and Hunt, D.	Cool Forages: Advanced Management of Temperate Forages	2013
2.	Textbook	Pond, Wilson G., Church, David B, Pond, Kevin R., Schoknecht, Patricia A.	Basic Animal Nutrition and Feeding, 5th Edition	2004
3.				
4.				
5.				

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

Forage samples brought from different farms, coveralls, field notebook, calculator, transportation to field trips

Course Content and Topics

- Feed analysis
- Types of forages, grasses, and legumes
- Forage harvesting
- Field trip to UBC Dairy with guest speaker: forage nutrition specialist
- Introduction to silage preservation
- Guest speaker on dairy crop nutrition
- Field trip to dairy farm
- Crop establishment and growth
- Guest lecturer from BC Forage Council
- Crop establishment
- Guest lecturer: nutritionist on forage balancing
- Pest management

Memo for Course Changes

To: Ben Vanderlei, Chair, FSCC

From: Renee Prasad, Agriculture Technology Department Chair

Date: September 20, 2022

Subject: Proposal for revision Agri 331 Dairy Production and Management: Science & Practice

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: *The course is 10 years past the review date so many things are out of date. However, please note that the course is an approved course for the BC Institute of Agrologists, and the course has continued to keep up with changes in with both science and industry.*

   Hours are being changed to reflect the reality of how these courses are currently taught. We are unsure how any of these courses were achieving some of the hours that were listed in the original course outlines.

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):

Course Learning Outcomes	ILOs
1. Describe the reproductive cycle of a cow	1. Demonstrate information competency
2. Interpret an artificial insemination (AI) sire's profile	1. Demonstrate information competency 3.Use knowledge and skills proficiently

3. Design a feeding program for a dairy cow, based on micro and macronutrient requirements	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
4. Assess a commercial dairy farm in terms of global herd health and biosecurity	1. Demonstrate information competency 2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently
5. Describe the biosynthesis of milk in a cow	1. Demonstrate information competency
6. Milk a cow using a milking claw in a milking parlour	1. Demonstrate information competency 3. Use knowledge and skills proficiently
7. Explain the steps that occur in milk processing	1. Demonstrate information competency
8. Discuss the role of supply management and marketing boards on pricing of milk in Canada	2. Analyze critically and imaginatively 5. Communicate effectively 8. Engage in respectful and professional practices
9. Write Standard Operating Procedures that would be used in a commercial dairy barn	2. Analyze critically and imaginatively 3. Use knowledge and skills proficiently 5. Communicate effectively 8. Engage in respectful and professional practices
10. Access scientific studies and information on evidence-based practices for the commercial dairy sector	1. Demonstrate information competency 4. Initiate enquiries and develop solutions to problems 5. Communicate effectively 8. Engage in respectful and professional practices
11. Apply animal welfare principles to develop safe animal handling at all stages of life and care	1. Demonstrate information competency 3. Use knowledge and skills proficiently 5. Communicate effectively 8. Engage in respectful and professional practices
12. identify the clinical signs of common diseases of dairy cows and their respective control methods.	1. Demonstrate information competency 3. Use knowledge and skills proficiently
13. Describe manure management beneficial management practices (BMPs) as per the BC Environmental Farm Plan.	1. Demonstrate information competency 3. Use knowledge and skills proficiently 8. Engage in respectful and professional practices

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? None.
6. 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).

   Please Note we have responded to Questions 6 and 7 in a similar manner for all of our courses that have working with animals in the teaching barn as part of Learning Outcomes and Assessment (Agri 237, 239, 256, 331).

   Throughout this course the welfare of livestock animals is emphasized, regardless of the specific topic being covered, e.g., animal housing is about welfare but so too is understanding disease transmission. Tools for assessing animal welfare such as the Five Freedoms (https://www.canr.msu.edu/news/an_animal_welfare_history_lesson_on_the_five_freedoms) or the Three Circles (https://www.canr.msu.edu/news/animal_welfare_for_youth_part_3_introducing_the_three_circles_model_to_yout) are models of Animal Welfare that align with Indigenous concepts of Animal Personhood (although this concept is not universal across all Indigenous people in Canada (see Animal Personhood in Mi'kmaq Perspective: https://tspace.library.utoronto.ca/bitstream/1807/87497/1/societies-04-00672.pdf). Introducing the concept of Animal Personhood within the larger context of Animal Welfare meets some of the First Peoples Principles of Learning (http://www.fnesc.ca/first-peoples-principles-of-learning/) including: "Learning recognizes the role of Indigenous knowledge; and Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors". Animal People are recognized as either parts of the community or as ancestors, in many Indigenous teachings, see for example Stó:lō teachings around salmon (https://www.missionmuseum.com/local-history/stolo/).

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? *Please see response to Number 6. The delivery of this course emphasizes hands on experience and building student confidence and skills working safely with animals in a smaller-scale livestock setting. This approach is intentional to ensure that students with varying levels of experience working with animals have a chance to develop their confidence at their own pace. All livestock courses included animal care and barn chores as part of the assessment, and these "Animal Care and Chore Logs" provide students with an opportunity to reflect on the application of their learning and also in the development of their skills.*

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.): *A class size*

limit of 25 ensures that students are safely able to move and handle animals in the UFV Demonstration Barn on CEP campus.

9. Estimate of the typical costs for this course, including textbooks and other materials: *Safety boots, coveralls for barn chores - $100 (can be used for other courses Agri 237, Agri 239, Agri 254, Agri 256, Agri 331)*

CWC comments and responses:

- Why are the prerequisites AGRI 237 or 30 credits? Is AGRI 237 not essential for success in either course? Screening noted that a number of other 300-level AGRI courses include the option of 30 credits, and wondered if the department has considered re-examining these to see if they are meeting expectations and if students are able to be successful with 30 credits rather than specific agriculture courses.

  30 credits is a sufficient prerequisite, as many students are coming from farming families but taking other programs (business, social work, etc.), so students in these scenarios will often take some Ag courses as free electives and normally do very well and appreciate the upper-level credit. Some of our courses are used by programs like integrated studies or general studies diploma. If a student has sufficient skill as a student, they can be successful in catching up on any missed info covered in earlier courses on their own.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2009
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: AGRI 331	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Dairy Herd Management: Science & Practice **Course Short Title:** Dairy Herd Management	
Faculty: Faculty of Science	**Department (or program if no department):** Agriculture Technology

Calendar Description:

Overview of the principles of dairy animal reproductive physiology, nutrition, and herd health. The science and economics of milk production from farm to shelf will also be taught. Theory will be combined with hands-on animal care in the on-campus CEP Demonstration Barn, both during and outside scheduled class time.

Note: Field trips outside of class time will be required. Please check with the department for details.

Prerequisites (or NONE):	AGRI 237 or 30 university-level credits.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	AGRI 254.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **AGRI 231**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Experiential (cultural/elder learning or participation)	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **Yes; no limit on repeats**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **Face-to-face only**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination(s)

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	September 2022
Faculty Council approval	**Date of meeting:**	October 7, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 reproductive cycle of a cow.
2. Interpret an artificial insemination (AI) sire's profile.
3. Design a feeding program for a dairy cow, based on micro and macronutrient requirements.
4. Assess a commercial dairy farm in terms of global herd health and biosecurity.
5. Describe the biosynthesis of milk in a cow.
6. Milk a cow using a milking claw in a milking parlour.
7. Explain the steps that occur in milk processing.
8. Discuss the role of supply management and marketing boards on pricing of milk in Canada.
9. Write Standard Operating Procedures that would be used in a commercial dairy barn.
10. Access scientific studies and information on evidence-based practices for the commercial dairy sector.
11. Apply animal welfare principles to develop safe animal handling at all stages of life and care.
12. identify the clinical signs of common diseases of dairy cows and their respective control methods.
13. Describe manure management beneficial management practices (BMPs) as per the BC Environmental Farm Plan.

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

Assignments:	40%	Final exam:	40%	Quizzes/tests:	20%
	%		%		%

Details:

One of the assignment is an Animal Care Log - Students will develop a reflective log documenting their days and hours spent doing animal care and barn chores in the UFV Demonstration Barn (worth 20%).

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.	OER book	John Webster	Dairy Herd Management and Welfare	2017
2.	[click to select] ebook	Blowey, Roger W.	The Veterinary Book for Dairy Farmers, 4th edition	2016
3.	[click to select]			
4.	[click to select]			
5.	[click to select]			

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

Coveralls, boots, transportation to field trips, notebook, calculator, small fee to cover Dairy Short course.

Course Content and Topics

- Dairy cow udder and anatomy and function
- In-barn introduction to principles of calf care and welfare including global and Indigenous perspectives on care – e.g., European standards of welfare versus Canadian, and Indigenous concepts of Animal Personhood, and Animals as Ancestors.
- Milk cell biology and milk synthesis
- Milk synthesis and quality milk production
- Quality milk production
- Milking equipment and food hygiene principles
- Field trip to review dairy herd management and feeding practices UBC Dairy Farm
- Quality milk production and management practices
- Dairy cow reproductive physiology
- Dairy genetics and breeding evaluation
- Dairy sire and dam genetic evaluation
- Milk recording and data analysis
- Calf rearing, disbudding, and castration hands-on opportunity
- Dairy cow nutritional requirements

Memo for Course Changes

To: Samantha Pattridge, Chair, UEC
Amanda Grimson, UEC Assistant, Office of the Registrar

From: Peter Geller, Dean, Faculty of Applied & Technical Studies

Date: February 9, 2023

Subject: Proposal for Discontinuation of all Aircraft Maintenance and Repair Technician courses: AMRT 100, 101, 102, 103, 200, 201, 202, 203, 300, 301, 302, 303, 304, 400, 401, 402, 403 and 404

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: **With the discontinuation of the Aircraft Maintenance and Repair Technician Certificate program these courses will no longer be offered. There are currently no students registered in any of these courses and there are no other programs that require these courses for program completion.**
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): **N/A**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **None of the AMRT courses are required by any program.**
5. Which program areas have been consulted about the change(s)?: **N/A**
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).: **N/A**

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? **N/A**
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.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **N/A**

Memo for Course Changes

To: Samantha Pattridge, Chair, UEC
Amanda Grimson, UEC Assistant, Office of the Registrar

From: Peter Geller, Dean, Faculty of Applied & Technical Studies

Date: February 9, 2023

Subject: Proposal for Discontinuation of all Hospitality and Event Management Courses:

HOEV 200, 201, 300, 301, 302, 303, 400, 401, 402, and 450

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: **With the discontinuation of the Hospitality and Event Management program these courses will no longer be offered. There are no current applications for this program nor are any student's registered in any of these courses.**
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): **N/A**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **None of the HOEV courses are required by any other UFV program.**
5. Which program areas have been consulted about the change(s)?: **N/A**
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).: **N/A**
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? **N/A**

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.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **N/A**

Memo for Course Changes

To: FECHD Curriculum Committee

From: Mark Littlefield, Child, Youth and Family Studies Department

Date: October 19, 2022

Subject: Proposal for revision of CYC 325, Research in Child and Youth Care

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: Minor additions to course content

2. Rationale for change:

   Adjustment for our six-year review

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 language and orientation of the learning outcomes aligns with the recently updated Mission, Vision, Values statement for the program which in turn are aligned with the Integrated Strategic Plan of UFV. The changes reflect a decolonized and inclusive approach to research.

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

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

6. 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 content has shifted to highlight co-creating knowledge, using varying perspectives, anecdotal and story work as methodologies. Integrating Indigenous ways to connect knowledge to location, people, history, and culture

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

   This course explores how power dynamics of individuals with diverse positionalities shape the process and outcome of research and culturally sensitive and inclusive research approaches (ie Universal Design) bring empowerment and healing in community contexts

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: N/A

CWC comments and responses:

- Quantitative research does not appear to be mentioned in the learning outcomes. This should either be removed from the calendar description, or added to the outcomes.

  Quantitative added to #7.

- This course seems to be teaching research methods, rather than doing research in CYC. Is that accurate? Learning outcomes may need to be revised to include reference to the field.

  Adding "in the CYC field" to the outcomes is a good idea. These courses (325 and 425) prepare students for grad school research but have historically only been a "taster" of research.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: CYC 325	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Research Methods in Child and Youth Care **Course Short Title:** Research Methods in CYC	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Child, Youth and Family Studies

Calendar Description:

Within an applied research context, students develop the knowledge and skills necessary to locate, understand, and utilize research relating to the field of CYC. This includes basic designs, Indigenous ways of knowing, and methodologies specific to qualitative and quantitative research models.

Note: Students with credit for CYC 423 cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **CYC 423**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	9
Supervised laboratory hours (computer lab)	11
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	October 19, 2022
Faculty Council approval	**Date of meeting:**	December 2, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Define what constitutes knowledge and who owns it.
2. Describe what the term research signifies for Indigenous and non-Indigenous participants and researchers in the CYC field, including spiritual knowledge.
3. Explore creative ways to develop research analysis for social/societal challenges in the CYC field.
4. Explain reflexivity; that is, how the researchers' own stories affect how they interact with knowledge.
5. Use mixed research design for richer engagement and outcomes in the CYC field.
6. Compare the philosophical ideologies that shape Indigenous knowledge systems and research practices of Western communities.
7. Describe ethics and methodological challenges when doing qualitative and quantitative research in the CYC field.

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

Quizzes/tests:	20%	Project:	15%	Project:	40%
Assignments:	25%		%		%

Details:

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	Creswell, J.W. & Creswell, J.D	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	2022
2.				
3.				
4.				

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

None

Course Content and Topics

- Approaches to methods
- Comparison of qualitative and quantitative methodologies
- Variables, research designs
- Ethics in preparation and delivery
- Sampling, data collection, and data analysis
- Reliability and validity
- Research questions
- Literature reviews
- Statistics
- Research plans
- Program evaluation
- Indigenous knowledge systems

Memo for Course Changes

To: FECHD Curriculum Committee

From: Mark Littlefield, Child, Youth, and Family Studies Department

Date: Oct 19, 2022

Subject: Proposal for revision of CYC 425, Data Analysis in Child and Youth Care

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: Minor additions to course content

2. Rationale for change:

   Adjustments for our six year review .

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 language and orientation of the learning outcomes aligns with the recently updated Mission, Vision, Values statement for the program which in turn are aligned with the Integrated Strategic Plan of UFV. The changes reflect a decolonized and inclusive approach to research and data analysis.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. 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 content has shifted to highlight co-creating knowledge, using varying perspectives, anecdotal and story work as methodologies. Integrating Indigenous ways to connect knowledge to location, people, history, and culture.

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

   This course explores how power dynamics of individuals with diverse positionalities shape the process and outcome of research analysis and culturally sensitive and inclusive research approaches (ie Universal Design) bring empowerment and healing in community contexts

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: N/A

CWC comment and response:

- CYC 325 and 425 appear to be sequential, but it is difficult to understand the distinction between the two. Please provide some further clarity on the difference between these courses. Should students take CYC 325 prior to CYC 425?

  CYC 325 and 425 are not sequential. 425 has a focus on how to use/analyze the data gathered from the research (and the possibility of misusing it). These exist as two sides of the same coin, or two hands of the same person, connected yet different, and both complementary. Additionally, as an accredited program we are required to deliver both courses.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2003
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 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.

Course Code and Number: CYC 425	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Data Analysis in Child and Youth Care **Course Short Title:** Data Analysis in CYC	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Child, Youth and Family Studies

Calendar Description:

Introduces students to data analysis in the CYC field, including theoretical approaches and practical perspectives. The value of Indigenous and diverse approaches are studied. Qualitative and quantitative analysis techniques are explored.

Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care or department head's permission.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	25
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **Yes; cannot be repeated for credit**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	October 19,2022
Faculty Council approval	**Date of meeting:**	December 2, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Perform quantitative and qualitative analysis techniques in CYC practice.
2. Describe how power dynamics of individuals with diverse positionalities shape the process and outcome of research analysis in CYC.
3. Describe descriptive and inferential statistics in CYC practice.
4. Describe how research analysis can be used to challenge systems of institutional oppression in CYC practice.
5. Integrate Indigenous ways to connect knowledge to location, people, history, and culture in CYC practice.
6. Explain how interpretive tools of qualitative and quantitative analysis can be used to review and develop quality CYC programs.
7. Assess how culturally-sensitive and inclusive research approaches (i.e. Universal Design) bring empowerment and healing in community contexts.

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

Project:	40%	Assignments:	35%	Quizzes/tests:	25%
	%		%		%

Details:

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	Aron, A., Coups, E.J. Aron, E	Statistics for the Behavioural and Social Sciences.	2011
2.	Textbook	Berg, Lune, H	Qualitative Research Methods for the Social Sciences	2011
3.	Indigenous knowledge	Sumida Huaman, E., & Martin, N., Editors	Indigenous Knowledge Systems and Research Methodologies	2020
4.	Indigenous knowledge	McGregor, D., Restoule, J., Johnston, Editors	Indigenous Research: Theories, Practices and Relationships	2018
5.				

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

N/A

Course Content and Topics

- Qualitative and quantitative analysis in CYC
- Mixed methods analysis in CYC
- Ethical considerations in CYC
- Levels of data
- Ways to maintain ethics and integrity in research analysis
- Hypothesis testing
- Qualitative philosophy
- Data immersion
- Coding data
- Thematic analysis
- Recontextualizing
- Co-creating knowledge using varying perspectives
- Anecdote and story work as methodologies

Memo for Course Changes

To: UEC

From: RoseAnne Timbrell, CYFS Department Head

Date:

Subject: Proposal for revision of CYC 470 Play/Expressive Therapies

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: Minor additions to course content

2. Rationale for change:

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 language and orientation of the learning outcomes align with the recently updated Mission, Vision, Values statement for the program which in turn are aligned with the Integrated Strategic Plan of UFV. The changes reflect a decolonized and inclusive approach to utilizing play, expressive, and nature-based therapies across a variety of settings.

CYC 470 learning outcomes mapped to UFV ILOs	
Institutional Learning Outcomes	**Met by CYC 470**
Demonstrate information competency	1,2
Analyze critically and imaginatively	2,3,4,5
Use knowledge and skills proficiently	1,3,4,5
Initiate inquiries and develop solutions to problems	5,6,7

Communicate effectively	4,5,6
Pursue self-motivated and self-reflective learning	2,3,7
Engage in collaborative leadership	4,5,7
Engage in respectful and professional practices	3,4,7
Contribute regionally and globally	3,7

CYC470 Learning Outcomes

1. Identify historical and contemporary theoretical perspectives on play interventions for infants, children, youth and young adults
2. Critique play, expressive, and nature-based therapies and uses with diverse and Indigenous infants, children, youth and young adults.
3. Weave understandings of relationally and culturally safe play, expressive therapies, outdoor play and nature-based pedagogy through Indigenous, diverse and inclusive perspectives.
4. Integrate techniques of play/expressive therapy and nature-based practices into their skills.
5. Assess when to use various techniques of play/expressive therapy and nature-based activities in their practice with infants, children, youth and young adults.
6. Differentiate between a medium such as play, and the therapy it can produce.
7. Compile several innovative techniques to engage with infants, children, youth and young adults.

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

Learning outcomes have been updated to reflect diverse and Indigenous perspectives in the context of how play, expressive and nature-based therapies have been historically used in exclusionary and colonized ways. Contemporary approaches to land-based, relationally and culturally safe play, expressive therapies and nature-based pedagogy are defined in the context of socio-political and cultural influences. Thoughtful attention has been given to CYC approach to relationally and culturally safe work with infants, children, youth and young adults, and awareness of the impacts of colonial practices. Intergenerational strengths and resiliency are explored. Through assignments students will socially locate themselves in the context of the practices they are learning. Holistic assessment will be utilized with an emphasis on contemplative practices and critical reflection of learning.

6. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

Students will critique play, expressive and nature-based therapies through the lens of accessibility, inclusiveness and culturally relevant practices. Students are asked to create innovative techniques to engage with diverse and Indigenous infants, children, youth and young adults.

7. 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
8. Estimate of the typical costs for this course, including textbooks and other materials:

The typical costs for the course will be tuition for a 3 credit undergraduate course (currently $527.32) textbooks $150, and play materials $50.

CWC comments and responses:

- Learning outcome #3: Screening would like to see this outcome simplified, with a more measurable verb. (Perhaps “create an environment of relationally and culturally safe play” or “integrate Indigenous, diverse, and Inclusive perspectives…”)
- Should CYC 770 be discontinued, and/or be updated to reflect these changes?

  CYC 770 is simultaneously going through updates through GSC (grad studies committee). They like LO#3 and made one change only "Weave understandings of relationally and culturally safe play, expressive therapies, and outdoor play and nature-based pedagogy into Indigenous, diverse, and inclusive perspectives.”

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2018
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: CYC 470	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Play, Expressive, and Nature-Based Practices ~~Therapies~~ **Course Short Title:** Play, Expressive, Nature-Based	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Child, Youth, and Family Studies

Calendar Description:

The therapeutic and developmental value of play across contexts is examined. Historical and contemporary play theory, application, and skills/strategies for engaging in play in trauma-informed, inclusive, and culturally relevant ways are explored and experienced. Children's right to play, Indigenous perspectives of outdoor play, nature-based pedagogy, and expressive therapies are highlighted.

Note: Students with credit for CYC 770 cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care and (45 university-level credits or department head's permission).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Dual-listed with: **CYC 770**

Equivalent course(s): **CYC 360N, CYC 270**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	15
Experiential (cultural/elder learning or participation)	10
Tutorials/workshops	20
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	Oct 19, 2022
Faculty Council approval	**Date of meeting:**	December 2, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Identify historical and contemporary theoretical perspectives on play interventions for infants, children, youth and young adults.
2. Critique play/expressive, and nature-based therapies and their uses with diverse and Indigenous infants, children, youth and young adults.
3. Weave understandings of relationally and culturally safe play, expressive therapies, and outdoor play and nature-based pedagogy into Indigenous, diverse, and inclusive perspectives.
4. Integrate techniques of play/expressive therapy and nature-based practices into their skills.
5. Assess when to use various techniques of play/expressive therapy and nature-based activities in their practice with infants, children, youth, and young adults.
6. Differentiate between a medium such as play, and the therapy it can produce.
7. Design several innovative techniques to engage with infants, children, youth and young adults.

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

Assignments:	40%	Project:	40%	Holistic assessment:	20%
	%		%		%

Details:

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)* Seminars/tutorials/workshop, experiential and cultural learning activities

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	Landreth, G.	Play Therapy: The Art of the Relationship	2012
2.				
3.				
4.				
5.				

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

Additional play materials/supplies which will be available to order and ship to students from the UFV bookstore.

Course Content and Topics

- Historical and contemporary theoretical perspectives of play
- The developmental and therapeutic value of play in the context of growth, development, learning and healing
- Observing and assessing play in infants, children, youth, and young adults
- Play, expressive therapies, outdoor play, and nature-based pedagogy through Indigenous, diverse and culturally relevant perspectives
- Influence of environment on play: children's right to play
- Skills/strategies for engaging in play in trauma-informed, inclusive, and culturally relevant ways
- Guiding infants, children, youth, and young adults to psychological health through the use of play, expressive therapies, outdoor play and nature-based practices

Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

	Type*	Author or description	Title and publication/access details	Year
1.	Text	Park Figueroa, Laura	Therapy in the Great Outdoors: A Start-up Guide to Nature-Based Pediatric Practice with 44 Kid-Tested Activities	2019
2.	Text	Langley, Wonders, LaPiere, & Courtney	Nature-based Play and Expressive Therapies: Interventions for working with children, teens and families	2022
3.	Article	Priest, Simon	Land-based Healing Through Adventure: Wise Practice from Indigenous Peoples	2022
4.	Text	Harper, N., & Dobud, W.	Outdoor Therapies: An Introduction to Practices, Possibilities, and Critical Perspectives	2021
5.	Text	Fisher, C.	Mindfulness & Nature-Based Therapeutic Techniques for Children	2019
6.	Article	Sharpe, E.A.	How the Canadian Association for Child and Play Therapy (CACPT) Supports the Truth and Reconciliation (TRC) Commission's Recommendations	
7.	Article	Rowan,M.C.	Relating with Land/Engaging with Elders: Accessing Indigenous Knowledges in Early Childhood Education Through Outdoor Encounters	2014
8.	Article	James, A., Dragon-Smith, C., & Lahey, W.	Indigenizing Outdoor Play	2019
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*__Type:__ Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

Memo for Course Changes

To: Linda Pardy, College of Arts Curriculum Committee Chair

From: Zina Lee, Director of the School of Criminology and Criminal Justice

Date: November 3, 2022

Subject: Discontinuation of CRIM 417

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

2. Rationale for change:

   We are requesting to discontinue this course as it has not run for several semesters.

Memo for Course Changes – ENGL 374

To: Linda Pardy, College of Arts Curriculum Committee

From: John Pitcher, English Department Head

Date: April 23, 2021

Subject: Proposal for revision of ENGL 374

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

2. Rationale for change: Six-year Review. The course has also been updated to explicitly address Indigenization and to include primary research methods which are central to writing studies practice.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. What consideration has been given to indigenizing the curriculum? Learning outcomes have been changed to include Indigenized research methods. Strictly textual practice is decentered. Readings have been added that address indigenization
7. If this course is not eligible for PLAR, explain why: N/A
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area: N/A
   a. Credit value
   b. Class size limit
   c. Frequency of offering
   d. Resources required (labs, equipment)

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: $120

CWC comments and responses:

- Are there more current texts that could be included?
  Yes. See revised Typical Texts.

- Evaluation: can some additional details be provided regarding the portfolio (50%) and self-assessment and classmate responses (25%)?
  Yes. See Details at end of Evaluation section.

- There appears to be a lack of cohesion between the outcomes and the proposed evaluation and course content. More specifics in the course content section might help UEC to better assess whether these sections are in alignment, particularly in relation to research methods.
  See expanded course contents section.

UEC minutes excerpt, Nov. 25, 2022:

3.1 English

"Following some discussion regarding ENGL 374, that course will be taken back to the department for revisions to how the research components and assessment are described."

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2003
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** November 2028
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: ENGL 374	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Rhetoric: Advanced Composition **Course Short Title:** Rhetoric: Advanced Composition	
Faculty: Faculty of Humanities	**Department (or program if no department):** English

Calendar Description:

Students build their knowledge about writing, their rhetorical awareness, and their ability to write in a variety of contexts through self-directed research into writing situations using primary, secondary, and Indigenous research methods.

Prerequisites (or NONE):	Any two 200-level English courses.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	50
Tutorials/workshops	10
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every three years**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **[click to select]**

Submit outline for (re)articulation: **[click to select]**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 23, 2021
Faculty Council approval	**Date of meeting:**	May 7, 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	November 25, 2022

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. Conduct self-directed research into an area of writing studies using primary, secondary, and Indigenized research methods.
2. Analyze research in writing studies through "traditional" western and Indigenized lenses.
3. Apply critical and analytical skills to their own writing as well as peer material.
4. Apply or resist genre conventions as appropriate to purpose, audience, and context, including consideration of Indigenized perspectives on the use of conventions.
5. Articulate choices made during the research and writing process and explain why those choices are appropriate with regard to purpose, audience, and context.

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

Assignments:	50%	Portfolio:	50%		%
	%		%		%

Details:

Self-assessment and classmate responses: 25%
Other assignments: 25%
Portfolio: 50%

All major assignments go through peer review process, and are collected into a final, summative, reflective portfolio where students are asked to summarize what they learned over the course of the semester.

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.)*

Primarily classroom discussion, with small group discussion of writings and research. Some lecturing.

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	Kovach, M. E	Indigenous Methodologies: Characteristics, conversations and contexts (excerpts), University of Toronto Press	2010
2.	Textbook	MacNealy, M. S.	Strategies for Empirical Research in Writing (excerpts), Longman	1999
3.	Textbook	Kinkead, J.	Researching Writing (excerpts), Utah State University Press	2016
4.	Article	Hart, et al	Working Across Contexts: Practical Considerations for Doing Indigenist/anti-colonial research	2017
5.				

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

Course Content and Topics

Module 1: Introduction to Research in Writing (2-3 weeks)
- Primary Readings: excerpts from MacNealy/Kinkead and example studies
- Assignments: weekly journal entries

Module 2: Indigenizing Research Methods: (2-3 weeks)
- Primary Readings: excerpts from Kovach plus example studies
- Assignments:
  - Regular journal entries
  - Research Proposal

Module 3: Conducting Research/Studying Genre Conventions
- Primary Readings: self-directed reading/secondary research
- Assignments:
  - Regular journal entries
  - Progress report

Module 4: Assembling a Research Portfolio
- Readings: self-directed
- Assignment: portfolio, including self-assessment and final research report

Memo for Course Changes

To: UEC

From: Ben Vanderlei, Department Head, Mathematics & Statistics

Date: Dec. 9, 2022

Subject: Proposal for revision of STAT 402

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: *This course is due its six-year review. The course content has not changed.*
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 learning objectives have not changed substantially*
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *The course is an option in the Data Analysis Certificate but these updates will not affect the program.*
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).

   The models that are examined in this course can be used with real-world data from a variety of disciplines. Students are expected to apply the models and techniques learned in the course to

analyze local real-world data, including data on Indigenous communities, health and education, and other topics relevant to the community. This element of the course reflects the principle that learning is experiential and relational, as described in the First Peoples Principles of Learning.

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

   This course attracts a diverse population of students pursuing careers in data analysis or academia. Principles of equity are considered in assessments by recognizing the potential for different levels of prior knowledge and experience among students and by avoiding the perpetuation of existing biases. Students are given opportunities to incorporate their own perspectives and experiences through their data they choose to analyze. For example, data relevant to underrepresented groups may be analyzed with the aim of addressing the intersectionality of social disparities.

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

ORIGINAL COURSE IMPLEMENTATION DATE: May 1994
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**
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: STAT 402	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Applied Generalized Linear Models and Survival Analysis **Course Short Title:** Applied GLM and Survival Analysis	
Faculty: Faculty of Science	**Department (or program if no department):** Mathematics & Statistics

Calendar Description:

Covers the application of methods of the linear model analysis to non-normal data. This includes analysis of contingency tables, analysis of incidence data, analysis of binomial data, analysis of case-control data, analysis of matched case-control data, and analysis of survival data.

Prerequisites (or NONE):	STAT 271 or STAT 315.
Corequisites (if applicable, or NONE):	none
Pre/corequisites (if applicable, or NONE):	none

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **MATH 402**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Supervised laboratory hours (computer lab)	50
Total hours	**50**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 2022
Faculty Council approval	**Date of meeting:**	January 6, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Demonstrate how to extend the methods of the univariate linear models to a large variety of models based on the exponential family.
2. Discuss the commonly used applications of generalized linear models.
3. Apply generalized linear models to data sets using statistical software.
4. Discuss parametric and semi-parametric survival time models.
5. Apply parametric and semi-parametric survival time models to data sets using statistical software.
6. Interpret published analyses of incidence and survival data.

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

Assignments:	20%	Quizzes/tests:	30%	Final exam:	50%
			%		%

Details:

The above percentages may vary among instructors and years. Assignments may include group projects. The final exam is comprehensive. Students must obtain at least 40% on the final exam in order to receive credit for this course.

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.)*

Lectures, class discussion, use of statistical software in computing labs.

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	McCullagh, P. and Nelder, J.A.	Generalized Linear Models. 2e. Chapman and Hall	1989
2.	Textbook	Dobson, A.J. and Barnettt, A. G.	An Introduction to Generalized Linear Models. 4e. Chapman and Hall	2018
3.	Textbook	Kalbfleisch, J.D. and Prentice, R.L.	The Statistical Analysis of Failure Time Data. John Wiley.	2002
4.	Textbook	Agresti, A.	Categorical Data Analysis. 3e. Wiley	2012
5.	Textbook	Roback, P. and Legler, J.	Beyond Multiple Linear Regression: Applied Generalized Linear Models and Multilevel Models in R. 1e. CRC Press	2020

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

Statistical software such as R, SAS, or Python will be used.

Course Content and Topics

1. Principles of statistical modeling.
2. Introduction to exponential families of distributions and generalized linear models.
3. Introduction to maximum likelihood estimation.
4. Log-likelihood ratio statistics, deviance, and goodness-of-fit test statistics.
5. Normal linear models as special case of generalized linear models.
6. Analysis of binomial (binary) data, logistic regression, probit and complementary log-log models.
7. Analysis of nominal and ordinal data, nominal logistic regression, and ordinal logistic regression.
8. Analysis of count data, Poisson regression, and log-linear models.
9. Analysis of survival data, parametric modelling, semi-parametric modelling, and empirical survivor functions.
10. Analysis of overdispersed data.

Memo for New Course

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Nicola Mooney, Convenor, School of Social Justice and Global Stewardship (SoJust)

Date: November 21, 2022

Subject: Proposal for new course **SGJS 100, Social Justice for Social Change**

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):

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

   The development of SJGS 100, *Social Justice for Social Change*, fulfills a key part of the proposal for the new School of Social Justice and Global Stewardship (SoJust), approved at Senate in June 2021, which envisioned two new first year courses that could serve as transdisciplinary alternative or additional program entry points for Global Development Studies, Peace and Conflict Studies, and Indigenous Studies. The second course is SJGS 101, *Stewardship for Justice and Reconciliation*.

   Besides encouraging students to take SoJust programs, the course will also serve the College of Arts more generally by being an attractive first year offering to students who may have focused on social justice studies in secondary school, via courses such as Contemporary Indigenous Studies 12, Genocide Studies 12, or Social Justice 12.

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):

   Students in SJGS 100 will, at a minimum, "demonstrate information competency" (e.g. course LOs "Identify a range of impacts of social injustice (as well as their intersections)" and "Locate social justice within development, peace, reconciliation and other initiatives, and pressures, for social change"); "analyze critically and imaginatively" (e.g. course LOs "Analyze how a range of movements, actors, and authors have applied a social justice framework" and "Relate key issues and movements in social justice to the notion of stewardship"); "use knowledge and skills proficiently" (e.g. course LO "Suggest ethical and outcome-driven social justice actions, interventions and approaches"); "pursue self-motivated and self-reflective learning" (e.g. course LO "Reflect on their positionality vis-à-vis social justice and social justice work"); and "contribute regionally and globally" (e.g. course LO "Contribute meaningfully and effectively to social justice work via a civic engagement practice").

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

   This is an interdisciplinary course that is an optional entry level credit for the GDS, PACS, IS, and LAS programs (at present). As such, it will be encouraged rather than required.

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

   Each of the main and founding program areas of the School of Social Justice and Global Stewardship: GDS, IS, and PACS.

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

   The new SoJust courses will be used by all three of the main undergraduate programs in the School of Social Justice and Global Stewardship (and may be used elsewhere in future). Since courses can no longer be cross-listed in three (or more) ways, a new course designation is required.

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).

   The course is guided by the UFV strategic imperatives to "honour Indigenous knowledge at all touchpoints of learning," "enhance deep listening, dialogue, and democratic civil engagement," and "build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices." Through examining the cultural and power dynamics of colonial encounters and ongoing contexts of social injustice, the course also responds to TRC Call to Action 63, iii, "Building student capacity for intercultural understanding, empathy, and mutual respect." The course includes content which introduces, interrogates, and critiques settler colonialism and other forms of imperialism, and draws from indigenous knowledge and worldviews in attending to alternatives. The course includes readings by indigenous authors (e.g. Manuel, Talaga), and assignments will require engagement with indigenous perspectives and calls to justice.

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

   Anti-racism, decolonization, feminism, and other elements of EDI praxis are central aspects of the course, as is the consideration, analysis, and deconstruction of power structures and dynamics which would thwart EDI initiatives. This is reflected in course readings by IBPOC

authors (e.g. Garza, Manuel, Sen, Talaga), content, and assignments, which cultivate a greater understanding of EDI values and provide contexts for their practice.

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.:

   This full-sized lower-level course will initially be offered once per semester in the fall and winter. It will ideally be team-taught, and these arrangements may include appropriate faculty beyond the College of Arts. Students may have the option of participating in fieldtrips, and if included in a particular course offering, will be notified of this via the timetable upon registration.

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

   It is expected that course costs will be similar to most other entry level courses in Arts, with the primary expenditure on books (ca. $100-150). Wherever possible, open resources will be utilized. Depending on the course iteration, student may also be expected to attend one or more local field trips, which will cost additional money in transportation and possibly (if needed) refreshments.

From: Sylvie Murray
To: Linda Pardy
Cc: Nicola Mooney
Subject: Dean"s budget approval for SJGS
Date: October 27, 2022 7:30:56 PM
Attachments: image001.jpg

Hi Linda,

Please accept this email as confirmation that I have reviewed the budget implications of the creation of SJGS 100 and 101, and I approve their submission to CACC and UEC for curriculum review.

Thank you,
Sylvie

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences

Sylvie.murray@ufv.ca
604-854-4515
Toll Free (Canada): 1-888-504-7441 x4515

I respectfully acknowledge that I live and work on the traditional, ancestral, and unceded land of Stó:lō, People of the River. Long before Canada was formed, Stó:lō communities occupied the land on which UFV is located. The Stó:lō traditional territory in the Fraser Valley and Fraser Canyon extends from Yale to Langley, B.C,. which is where the upriver dialect of Halq'eméylem is spoken. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing in the curriculum.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: SJGS 100	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Social Justice for Social Change **Course Short Title:** Social Just. for Social Change	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** School of Social Justice and Global Stewardship

Calendar Description:

Students examine the concept of social justice in relation to decolonization, sustainable development, peace and reconciliation, migration and citizenship, reciprocity, and stewardship.

Note: Field trips outside of class time may be required.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	8
Experiential (cultural/elder learning or participation)	6
Experiential (field trip)	6
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Twice per year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 1, 2021
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Articulate an interdisciplinary understanding of social justice concepts.
2. Situate social injustice and its impacts within a history of unequal and colonial cultural encounters and differences in worldview.
3. Compare and contrast the relationships between culture, worldview, and social justice/injustice in different societies.
4. Analyze how a range of movements, actors, and authors have applied a social justice framework.
5. Locate social justice within stewardship, development, peace, reconciliation and other initiatives, and pressures, for social change.
6. Propose ethical and outcome-driven social justice actions, interventions and approaches.
7. Reflect on their positionality vis-à-vis social justice and social justice work.

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

Assignments:	40%	Portfolio:	20%		%
Project:	20%	Holistic assessment:	20%		%

Details:

Sample assignments breakdown: Essay 20%, Response Paper 10%, Journal 10%

Holistic assessment will be a final reflection on the course (rather than an exam).

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	Alicia Garza	The Purpose of Power: How We Come Together When We Fall Apart	2017
2.	Textbook	Arthur Manuel	The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy	2011
3.	Textbook	Amartya Sen	The Idea of Justice	2018
4.	Textbook	Özlem Sensoy and Robin DiAngelo	Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education	2017
5.	Textbook	Tanya Talaga	All Our Relations: Finding the Path Forward	2021

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

Course Content and Topics

- Social justice and the self
- Historical and cultural contexts of social injustice: imperialism, colonialism, settler colonialism, capitalism, inequality, structural and cultural violence, neoliberalism, popular development, etc
- Key actors, concepts, and praxes in social justice (e.g. government, international organizations, NGOs/non-profits, activists, pluralism, citizenship, civil society, welfare, localized and participatory development, human rights, law, ethics, religion, etc)
- Critiques of and strategic interventions into social injustice (e.g. anti-racist, anti-imperialist, anti-globalization, pacifist, feminist, etc, movements)
- Putting social justice into practice: case studies in strategy, organization, advocacy, and protest (multilateral initiatives [e.g. UN SDGs, 'Leave No One Behind' agenda] and civil society movements [e.g. Idle No More, BLM, #MeToo, Occupy, Extinction Rebellion, Via Campesina])
- Imagining and implementing alternative futures: social justice, sustainable and decolonized development, stewardship, reconciliation, and world peace

Memo for New Course

To: Linda Pardy, Chair, College of Arts Curriculum Committee

From: Nicola Mooney, Convenor, School of Social Justice and Global Stewardship (SoJust)

Date: November 21, 2022

Subject: Proposal for new course **SJGS 101, Stewardship for Justice and Reconciliation**

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):

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

   The development of SJGS 101, *Stewardship for Justice and Reconciliation*, fulfills a key part of the proposal for the new School of Social Justice and Global Stewardship (SoJust), approved at Senate in June 2021, which envisioned two new first year courses that could serve as transdisciplinary alternative or additional program entry points for Global Development Studies, Peace and Conflict Studies, and Indigenous Studies. The second course is SJGS 100, *Social Justice for Social Change*.

   Besides encouraging students to take SoJust programs, this course will also serve the College of Arts more generally by being an attractive first year offering to students who are interested in exploring our environmental emergency in conjunction with re-envisioning and promoting social and environmental justice, stewardship, and reconciliation.

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):

   - Students in SJGS 101 will, at a minimum, "demonstrate information competency" (e.g. "Locate Indigenous stewardship practices within several specific cultural contexts"); "analyze critically and imaginatively" (e.g. course LOs "Analyze how the term stewardship is used within a range of contexts (religious, spiritual, ecological, etc)," "Differentiate between Indigenous and Western and Southern and Northern approaches to stewardship," and "Relate key ideas in stewardship praxis to social justice (e.g. decolonization, ecofeminism, sustainable development, and peace"); "use knowledge and skills proficiently" (e.g. course LO "Suggest ethical and outcome-driven stewardship actions and interventions"); "pursue self-motivated and self-reflective learning" (e.g. course LO "Reflect on their positionality vis-à-vis stewardship and environmental justice praxes"); and "contribute regionally and globally" (e.g. course LO "Contribute meaningfully and effectively to environmental justice via a civic engagement practice").

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

   - This is an interdisciplinary course that is an optional entry level credit for the GDS, PACS, IS and LAS programs (at present). As such, it will be encouraged rather than required. As well, the Environmental Studies Program Committee has voted to approve this course as a pathway into the Environmental Studies program.

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

   - Each of the main and founding program areas of the new School of Social Justice and Global Stewardship (GDS, IS, and PACS), and, the Environmental Studies program.

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

   The new SoJust courses will be used by all three of the main undergraduate programs in the School of Social Justice and Global Stewardship (and may be used elsewhere in future). Since courses can no longer be cross-listed in three (or more) ways, a new course designation is required.

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).

   - The course is guided by the UFV strategic imperatives to "honour Indigenous knowledge at all touchpoints of learning," "prioritize the health and well-being of our community members and our ecosystems," and "develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability." By elaborating on the stewardship practices of several Indigenous communities via case studies, the course also responds to TRC Call to Action 63, iii, "Building student capacity for intercultural understanding, empathy, and mutual respect." The course situates the idea of stewardship in Indigenous worldviews and ways of knowing, such as Stó:lō understandings of the land and environment of Stó:lō Téméxw; illuminates the Indigenous influence on successful stewardship and environmental justice strategies; and, includes readings by Indigenous authors (e.g. Wagamese). Assignments will require engagement with Indigenous perspectives and calls to reciprocity and reconciliation.

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

   - The course examines and critiques the major Western paradigms (e.g. capitalism, extractivism, ethnocentrism, anthropocentrism) which support environmental and interspecies injustice, propagate inequalities between the Global North and Global South, and which are also counter to EDI praxes. This is reflected in course readings by IBPOC authors (e.g. Shiva, Suzuki, Wagamese), content, and assignments, which cultivate a greater understanding of EDI values and provide contexts for their practice.

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.:

   - This full-sized lower-level course will initially be offered once per semester in the fall and winter. It will ideally be team-taught, and these arrangements may include appropriate faculty beyond the College of Arts. Students may have the option of participating in fieldtrips, and if included in a particular course offering, will be notified of this via the timetable upon registration.

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

   - It is expected that course costs will be similar to most other entry level courses in Arts, with the primary expenditure on books (ca. $100-150). Wherever possible, open resources will be utilized. Depending on the course iteration, student may also be expected to attend one or more local field trips, which will cost additional money in transportation and possibly (if needed) refreshments.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: SJGS 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Stewardship for Justice and Reconciliation **Course Short Title:** Justice & Reconciliation	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** School of Social Justice and Global Stewardship

Calendar Description:

Students explore the environmental and social justice meanings of stewardship, survey aspects of stewardship practice, and relate environmental justice to development, migration, and peace.

Note: Field trips outside of class time may be required.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	25
Tutorials/workshops	8
Experiential (cultural/elder learning or participation)	6
Experiential (field trip)	6
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Twice per year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 1, 2021
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Identify the historical and cultural features of the Anthropocene.
2. Analyze how the term stewardship is used within a range of contexts (religious, spiritual, ecological, etc).
3. Situate environmental issues within a history of unequal and colonial cultural encounters and differences in worldview.
4. Differentiate between Indigenous, non-Western, and Western, approaches to stewardship .
5. Locate Indigenous stewardship practices within several specific cultural contexts.
6. Distinguish diverse sustainability approaches, praxes, actors and organizations (e.g. around decolonization, ecofeminism, development, peace and social justice).
7. Suggest ethical and outcome-driven stewardship actions and interventions.
8. Reflect on civic engagement and environmental justice practice.

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

Assignments:	40%	Portfolio:	20%		%
Project:	20%	Holistic assessment:	20%		%

Details:

Sample assignments breakdown: Essay 20%, Response Paper 10%, Journal 10%

Holistic assessment will be a final reflection on the course (rather than an exam).

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	Naomi Klein	How to Change Everything: The Young Human's Guide to Protecting the Planet and Each Other	2021
2.	Textbook	Allice Legat	Walking the Land, Feeding the Fire: Knowledge and Stewardship Among the Tlicho Dene	2012
3.	Textbook	Vandana Shiva	Earth Democracy: Justice, Sustainability, and Peace	2015
4.	Textbook	David Suzuki	The Sacred Balance: Rediscovering Our Place in Nature	2007
5.	Textbook	Richard Wagamese	One Drum: Stories and Ceremonies for a Planet	2019

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

Course Content and Topics

- The origins of stewardship: religious, spiritual, and ethical frameworks
- The need for stewardship: anthropocentrism and the Anthropocene (colonialism, capitalism, extraction, inequality, etc)
- The environmental justice movement
- Environmental crisis, conflict, and refugeeism
- Indigenous knowledge as stewardship (traditional ecological knowledge, kinship and reciprocity, decolonization, etc)
- Case studies in Indigenous stewardship, land, and belonging (e.g. Stó:lō, Māori, Adivasi, Maya, Ju'Hoansi)
- Putting stewardship into practice (e.g. co-management and conservation; renewable energy; food sovereignty; water justice; earth democracy; conservation-based economies; nature rights; ecological and climate justice; rewilding, reciprocity, re-enchantment)
- Stewardship, sustainable development, social justice, and world peace

Memo for New Course

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: November 2022

Subject: Proposal for new course ANTH 202: Ethnographic Toolkit

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):

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

   - This course fills a gap in ANTH course offerings. It provides students with the only opportunity to extensively explore anthropological research methods as a specific subject of study. At present these are covered as a side aspect of many ANTH course offerings that focus on other topics. This course will replace the current ANTH cross-list in the SOC/ANTH/MACS 255 (Introduction to Social Research) course which covers some similar methods but does so within a sociological rather than anthropological framework. As a result, this course is a core requirement in both the Anthropology Minor and Extended Minor
   - One of the recommendations from the recent Anthropology Program Review External Report was to develop an Anthropology Major once student enrollments are sufficient to justify having such a program. We are envisaging this as a long-term goal but in the interim have made changes to the current Sociology/Anthropology Major to ensure that it gives equal weight to Anthropology and Sociology. With the revisions students enrolled in the Sociology/Anthropology Major will take both SOC 255 and ANTH 202

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):

   - This course will be the central way that Anthropology students can achieve Anthropology Program Learning Outcome 5 (Employ ethnographic approaches, ethics, methods, and sensibilities in examining key issues facing societies around the globe). While other Anthropology courses do engage with this learning outcome, we anticipate that it will be through this course that students will gain mastery of this PLO.

Course Learning Outcomes	SOC/ANTH Major PLOs	ANTH PLOs	ILOs
1. Explain the principles of ethnographic research approaches	1, 2, 3, 5	1, 2, 3, 5	3, 5
2. Outline various ethnographic methods and their connections to broader social changes occurring today (e.g., decolonization, Indigenization, globalization)	2, 3, 5	2, 3, 5	2, 5

3. Conduct participant observation	5	5	1, 3, 6
4. Write useful and reflexive fieldnotes	5	5	1, 3
5. Explain the aims and scope of ethnographic research to both lay and professional audiences	2	2	5
6. Apply ethical practices in conducting ethnographic research	5	5	2, 3, 8

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
    - While the course is not currently required by any other programs, if approved it will be an elective in the revised GDS Program
4. Which program areas have been consulted about the course?
    - Global Development Studies – Jessica Price (Chair of GDS Curriculum Committee)
        - If approved the course will be an elective in the revised GDS Program
    - Graphic & Digital Design – Jennifer Deon (Department Head)
        - Outline is going to GDPC meeting for discussion. Will potentially be part of a curated list of recommended electives for GDD students
    - Environmental Studies – Stefania Pizzirani (Program Chair)
        - Addition of ANTH 202 to List 1 C Professional & Research Skills to be discussed at the next Environmental Studies curriculum meeting
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).
    - As envisioned, ANTH 202 will include considerations of the intersections between ethnographic methods and processes of decolonization and Indigenization. The selected textbook and ancillary readings draw explicitly on the criticisms Indigenous scholars have made about classic ethnographic research methods.
    - Consideration of the historical development of ethnographic research methods requires critically reflexive consideration of their relationship through anthropology to colonial projects around the world. These discussions acknowledge the ways that anthropology as a discipline has been directly complicit in the harms done to Indigenous peoples through colonialism.

- Readings and class discussions will also include consideration of works by Indigenous scholars that have reframed scholarly discussions about appropriate ethical processes and protocols in ethnographic research.
- The written assignments for the course build students' skills in ethnographic research over time with significant feedback being given to students at each stage. Students will work independently on a collective research project (at this stage envisaged as being around community building and identity construction, but subject to the research interests of the course instructor) and work together during class discussions to support and enrichen each others field data. While students will present some preliminary findings from their research, the main focus of this project is to produce ethnographic data that contributes to a larger research project that will extended across multiple cohorts of students.
- By participating in an ethnographic research project, students develop their own skills and ethics as researchers. As part of this they are required to reflect on their own positionality and how their own communities and relationships inform their work as researchers.
- The inclusion of collegiality as a form of holistic assessment is designed to encourage students to support each other through the learning process as well as to acknowledge the importance of mind, body, emotions, and spirit to successful learning. For this assignment, students are awarded points towards their final grade for helping their classmates by providing shared notes from class, proofreading each other's work, or any other form of mutual aid. The intention here is to break down ideals of individualism which often implicitly place students in direct competition with each other instead of seeing learning and the production of knowledge as a collective experience enriched by building relations with others.
- Lastly the focus on applied anthropology and inclusion of readings on activist anthropology specifically discuss the particular styles of ethnographic research that are being developed by Indigenous anthropologists. The inclusion of these perspectives throughout the course encourages Indigenous students to see themselves as being able to challenge and reshape the discipline in ways that serve their communities.

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

    - The textbook is available in both hard copy and PDF formats making it accessible to those who use screen readers. Other ancillary readings used in the course will be available on Blackboard and similarly able to be downloaded and readable using a screen reader.
    - The selected textbook includes case studies and vignettes from anthropologists conducting research in North America. Locating anthropological research in Western contexts works to deconstruct colonial and neo-colonial ideas of anthropology as the

study of the non-white Other. Instead, students are encouraged to see themselves as possible subjects of study.

- Vignettes in the textbook and ancillary readings are written by scholars of different nationalities, genders, and ethnic and racial backgrounds.
- The assignments are designed to allow space for creativity and flexibility. They are also easily adaptable to accommodate students with disabilities. The incorporation of collegiality and mutual aid as a form of assessment also ensures that students with disabilities are supported in the class even if they do not qualify for accommodations. The inclusion of virtual research methods early on the course ensures that there are multiple avenues open to students for conducting research for their Ethnographic Fieldwork Project.

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.:
    - To begin with this course will be offered every second year. We believe that this course will prove to be popular with students outside of anthropology as ethnographic research is a core component of many other disciplines. Once enrolments pick up sufficiently, we intend to offer this course on an annual basis.
9. Estimate of the typical costs for this course, including textbooks and other materials:
    - The textbook for this course costs $45. All other readings are available on Blackboard although students may wish to print these out for ease of reading (approx.. 150 pages of ancillary readings so no more than $20 printing costs). Students will need internet access.

CWC comments and responses:

- Learning outcome #5:
    - Will students actually be communicating with “professional audiences” at this level? Would “academic audiences” be more appropriate?

      We were deliberate in our choice of the term “professional audiences” here as many of the students that we anticipate enrolling in this course will go on to use ethnographic research in their professional lives. While the term “professional audiences” can encompass “academic audiences”, the reverse is not true. We wanted to be mindful of the fact that the majority of people engaged in ethnographic research are actually outside of the academy working in marketing, user design, and other roles. We also wanted to recognise the fact that the majority of our students do not go on to graduate school and that this course will still be of use in their future work whatever that might be. Additionally we envisage that this course will appeal to students in Environmental studies, Global Development Studies and Graphic and Digital Design who will need to be

able to explain their use of ethnographic methods and the limits of such an approach to both participants and employers/sponsors. While students will not necessarily engage with professional audiences in the course, the expectation is that at the successful completion of the course they should be able to do so.

- This outcome may need additional clarity. Should this be "communicate the aims and scope of their ethnographic research…"? (Otherwise it appears that students may be expected to summarize the discipline.)

  Understanding what can and cannot be done with ethnography is a core part of learning about ethnographic research. While we are asking students to apply ethnographic research to a project as part of the course, we would expect them to be able to communicate the limits and abilities of the approach beyond the narrow scope of their particular project. For example, they should be able to explain that ethnographic research is not used to test hypotheses but rather to explore particular social phenomenon. Similarly, they need to be aware that ethnographic research is primarily about trying to understand social phenomenon by drawing connections across individual experiences rather than focusing on the individual.

- Learning outcome #6: "demonstrate understanding of" should be changed to a more measurable verb. How is this outcome assessed? (Will students engage in an ethics application?) Screening suggests "Apply ethical practices in conducting ethnographic research."

  We have amended this LO as per the recommendation. Understanding of ethical considerations will be assessed through several means. As part of their Project Proposal, students will submit an individual ethics application to the instructor (the course as a whole will have ethical approval) along with a section dedicated to discussing additional ethical concerns not captured by the HREB forms. They will also summarize and reflect on several key anthropological debates regarding research ethics as part of their Reading & Reflection Journal. They will demonstrate the practical application of ethics throughout their Field Journal as reflecting on this is an integral part of how Field Journals are used in anthropology. Students must also complete the TCPS-2 Tutorial and provide evidence of this in the form of a certificate before beginning their Ethnographic Fieldwork.

From: Sylvie Murray
To: Linda Pardy
Cc: Tara Kaszonyi
Subject: ANTH 202 and ANTH 275 -- new courses
Date: November 27, 2022 9:24:12 PM
Attachments: image001.jpg

Hello Linda,

I have reviewed the budgetary implications of the creation of 2 new ANTH courses (202 and 275) and I approve the addition of these two courses.

Thank you,
Sylvie

Dr. Sylvie Murray (she/her)
Dean, College of Arts
Faculty of Humanities
Faculty of Social Sciences

Sylvie.murray@ufv.ca
604-854-4515
Toll Free (Canada): 1-888-504-7441 x4515

I respectfully acknowledge that I live and work on the traditional, ancestral, and unceded land of Stó:lō, People of the River. Long before Canada was formed, Stó:lō communities occupied the land on which UFV is located. The Stó:lō traditional territory in the Fraser Valley and Fraser Canyon extends from Yale to Langley, B.C,. which is where the upriver dialect of Halq'eméylem is spoken. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing in the curriculum.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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: ANTH 202	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Ethnographic Toolkit **Course Short Title:** Ethnographic Toolkit	
Faculty: Faculty of Social Sciences	**Department:** School of Culture, Media, and Society

Calendar Description:

Provides an overview of ethnographic research, ethics, methods, and sensibilities. Drawing on case studies and in-class exercises, students will explore how ethnography informs contemporary anthropological theory and develop skills for deepening their understanding of the observable world.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 9, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 principles of ethnographic research approaches.
2. Outline various ethnographic methods and their connections to broader social changes occurring today (e.g., decolonization, Indigenization, globalization).
3. Conduct participant observation research.
4. Develop a system for writing personally useful and reflexive fieldnotes.
5. Communicate the aims and scope of ethnographic research to both lay and professional audiences.
6. Apply ethical practices in conducting ethnographic research.

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

Assignments:	35%	Project:	55%	Holistic assessment:	10%

Details:

Assignments (35%): observation exercise (10%), research Interview (10%), methods glossary (10%), reading and reflection journal (5%)

Ethnographic fieldwork project (55%): TCPS-2 tutorial (5%), project proposal (10%), literature review (10%), field journal (20%), research presentation (10%)

Holistic Assessment (10%): collegiality (10%)

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.)*

Lectures, class discussion, audio-visual materials, in-class fieldwork, and guest lecturers

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	Mannik, Lynda & McGarry, Karen	Mannik, Lynda, and Karen McGarry, eds. 2017. *Practicing Ethnography: A Student Guide to Method and Methodology*. Toronto: University of Toronto Press.	2017
2.	Article	Speed, Shannon	Speed, Shannon. 2006. "At the Crossroads of Human Rights and Anthropology: Toward a Critically Engaged Activist Research." *American Anthropologist* 108 (1): 66–76.	2006
3.	Online resource	Fleuh-Lobban, Carolyn	Fluehr-Lobban, Carolyn. 2003. "Ethics and Anthropology, 1890-2000: A Review of Issues and Principles." In *Ethics and the Profession of Anthropology: Dialogue for Ethically Conscious Practice*, 2nd ed., 1–28. Walnut Creek, California.	2003
4.	Online resource	Chilisa, Bagele	Chilisa, Bagele. 2011. "Decolonizing the Interview Method." In *Indigenous Research Methodologies*. 174-189. SAGE Publications.	2011
5.	Online resource	Wang, Tricia	Wang, Tricia. 2012. "Writing Live Fieldnotes: Towards a More Open Ethnography." *Ethnography Matters* (blog). August 2, 2012. http://ethnographymatters.net/blog/2012/08/02/writing-live-fieldnotes-towards-a-more-open-ethnography/.	2012

Course Content and Topics

- What is ethnography?
- Fieldwork and participant observation
- Ethics and the politics of fieldwork
- Connecting with others
- Research in virtual communities
- Photo-elicitation and community building
- Designing research
- Autoethnography
- Ethnographic film
- Analyzing data
- Writing up and the politics of representation
- Applied anthropology

Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

	Type*	Author or description	Title and publication/access details	Year
1.	Article	Altheide, David L.	Altheide, David L. 1987. "Reflections: Ethnographic Content Analysis." *Qualitative Sociology* 10 (1): 65–77.	1987
2.	Article	Khosravi, Shahram	Khosravi, Shahram. 2007. "The 'Illegal' Traveller: An Auto-ethnography of Borders*." *Social Anthropology/Anthropologie Sociale* 15 (3): 321–34.	2007
3.	Online resource	Ginsburg, Faye	Ginsburg, Faye D. 2002. "Screen Memories: Resignifying the Traditional in Indigenous Media." In *Media Worlds: Anthropology on New Terrain*, edited by Faye D. Ginsburg, Lila Abu-Lughod, and Brian Larkin, 39–57. Berkley: University of California Press.	2002
4.	Online resource	Pink, Sarah	Pink, Sarah. 2013. "Photography in Ethnographic Research." In *Doing Visual Ethnography*, 73–102. London: SAGE Publications.	2013
5.	Article	Golub, Alex	Golub, Alex. 2010. "Being in the World (Of Warcraft): Raiding, Realism, and Knowledge Production in a Massively Multiplayer Online Game." *Anthropological Quarterly* 83 (1): 17–45.	2010
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*__Type:__ Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

Memo for New Course

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: November 2022

Subject: Proposal for new course ANTH 275: Fantastic & Speculative Worlds

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):

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

   - This course fills a gap in ANTH course offerings. It provides students with an opportunity to expand on their understanding of core anthropological concepts and introduces them to anthropological theory through the medium of speculative fiction. Drawing on faculty expertise and interest, the course also connects to the program's commitment to highlighting the role(s) that sociocultural anthropology has to play in discussions of social justice. By exploring ideas of worldbuilding in speculative fiction, students are better able to understand the holistic nature of culture and society and the myriad ways that various aspects of culture/society (e.g., gender, politics, economics) connect to each other. Understanding the interconnectedness of current society allows us to imagine and build better new worlds that challenge existing inequalities.
   - This course will be an elective in the Sociology/Anthropology Major, Anthropology Extended Minor, and Anthropology minor programs. Students will be able to choose from 7 lower-level ANTH courses for their electives. Students enrolled in the Sociology/Anthropology Major must take 1 ANTH elective, Students enrolled in the Anthropology Extended Minor must take 4 electives. Students enrolled in the Anthropology Minor must take 2 electives. The intention is that it will be offered every second year.
   - This course regularizes a former special topics course (ANTH 299I: Fantastic & Speculative Worlds). One of the recommendations from the recent Anthropology Program Review External Report was to make this course permanent as it "offers an engaging context for developing critical analysis skills." This recommendation was made in relation to the Anthropology program's alignment with UFV's ILO 2 (Analyze critically and imaginatively).

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):

   - While we have tried to keep the Anthropology programs fairly flexible to allow for students' agency and preference, we have also worked to carefully curate the electives available to ensure that students graduating from our programs are able to meet the

program learning outcomes. This course will offer students an important extended opportunity to engage with the latter part of Anthropology Program Learning Outcome 6 (Meaningfully engage in civic and global questions to advance social justice and imagine alternative modes of living and being).

- The course learning outcomes are on the lower end of Bloom's taxonomy for a 200level course. This decision was made as there are no anthropological pre-requisites for this course to ensure that it is open to students in other programs. Despite this, the course is still a second-year level and theory will be discussed in an applied and engaging way.

Course Learning Outcomes	SOC/ANTH Major PLOs	ANTH PLOs	ILOs
1. Discuss fundamental questions, ideas, and methods of sociocultural anthropology in relation to science fiction and fantasy texts (e.g., film, games, novels)	2, 4	2	1, 2
2. Demonstrate a critical understanding of the interconnections between the goals of anthropology and speculative fiction	2	2	2
3. Construct a speculative world, with a focus on the social aspects, by drawing on anthropological theory	3, 6	3, 4, 6	2, 3, 5
4. Apply anthropological analysis to a speculative world	2, 3, 5	2, 3, 5	2, 3
5. Demonstrate an understanding of the holistic, integrated, and constantly changing nature of culture	2, 3	2, 3	1, 3
6. Define key anthropological concepts and describe how they are employed in speculative fiction (e.g., race, power, the Other, empire, science, personhood)	2	2, 4	1, 5

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
    - This is unclear at present but the course could be of interest to those in MACS and ENGL
4. Which program areas have been consulted about the course?
    - MACS
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).
    - As envisioned, ANTH 275 will include ongoing attention to Indigenous works of speculative fiction along with express discussions of the colonial history of anthropology

as a discipline. The unit on superheroes for example, looks at how Indigenous fans have reimagined traditional superheroes as a response to their lack of representation. Similarly, the unit on Futurism as an anti-~~C~~colonial practice explores how Indigenous futurism speaks back to colonial histories and imagines alternative futures.

- Readings and class discussions will also include consideration of works by Indigenous scholars that challenge assumptions and framing in Western speculative fiction. The inclusion of these perspectives throughout the course encourages Indigenous and non-Indigenous students to reflect critically on the dominance of Western cultural norms in film, games, and novels.
- The written assignments for the course encourage students to work both independently and collaboratively to demonstrate their learning in a variety of formats. In their independent work students will be encouraged to creatively imagine themselves as conducting fieldwork within several speculative societies (Ethnography of a speculative fiction text and Fieldnotes on community & roleplaying games assignments). Group work will take a strengths-based approach, ensuring that groups have a balance of the anthropological background, strong research skills, and creativity required to succeed at the Worldbuilding project assignment.
- The inclusion of collegiality as a form of holistic assessment is designed to encourage students to support each other through the learning process as well as to acknowledge the importance of mind, body, emotions, and spirit to successful learning. For this assignment, students are awarded points towards their final grade for helping their classmates by providing shared notes from class, proofreading each other's work, or any other form of mutual aid. The intention here is to break down ideals of individualism which often implicitly place students in direct competition with each other instead of seeing learning and the production of knowledge as a collective experience enriched by building relations with others.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
    - The textbook is available in both hard copy and eBook format making it accessible to those who use screen read. Other ancillary readings used in the course will be available on Blackboard and similarly able to be downloaded and readable using a screen reader.
    - Ancillary readings are written by scholars of different nationalities, genders, and ethnic and racial backgrounds.
    - The assignments are designed to allow space for creativity and flexibility. They are also easily adaptable to accommodate students with disabilities. The incorporation of collegiality and mutual aid as a form of assessment also ensures that students with disabilities are supported in the class even if they do not qualify for accommodations.
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.:

- This course will be offered every second year in the Fall.

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

    - The textbook for this course costs $9-$25 ($9 for the eBook, $25 for the hard copy). All other readings are available on Blackboard although students may wish to print these out for ease of reading but estimated cost of printing would be around $20-$30. Students will need internet access.

CWC comment and response:

- Learning outcome #3 and the evaluation details both include the term “speculative society”. Screening suggests changing this somewhat (perhaps to “speculative world”), as there is an existing group known as the Speculative Society.

  We have amended this LO to instead read: “Construct a speculative world with a focus on the social aspects by drawing on anthropological theory” as a compromise to acknowledge that a speculative world includes a lot of components that are not relevant to anthropological theory and this is an anthropology course and not a creative writing one. We don’t want students to get distracted by elements that do not allow them to demonstrate their understanding of anthropological theory. We have also amended the assessment name to read Speculative World Report.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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: ANTH 275	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Fantastic and Speculative Worlds **Course Short Title:** Fantastic & Speculative Worlds	
Faculty: Faculty of Social Sciences	**Department:** School of Culture, Media, and Society

Calendar Description:

Explores the connections between anthropology and the worlds of science fiction and fantasy. Considers how core anthropological topics such as otherness, community, variation, social and political organization, and the question of what it means to be human play out in speculative fiction texts.

Note: Students with credit for ANTH 299I cannot take this course for further credit.

Prerequisites (or NONE):	18 university-level credits.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **ANTH 299I**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 36**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 9, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Discuss fundamental questions, ideas, and methods of sociocultural anthropology in relation to science fiction and fantasy texts (e.g., film, games, novels).
2. Demonstrate a critical understanding of the interconnections between the goals of anthropology and speculative fiction.
3. Construct a speculative world, with a focus on the social aspects, by drawing on anthropological theory.
4. Apply anthropological analysis to a speculative world.
5. Demonstrate an understanding of the holistic, integrated, and constantly changing nature of culture.
6. Define key anthropological concepts and describe how they are employed in speculative fiction (e.g., race, power, the other, empire, science, personhood).

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

Assignments:	55%	Project:	45%		%
	%		%		%

Details:

Assignments (55%): superhero assignment (15%), ethnography of a speculative fiction text (25%), fieldnotes on community and roleplaying games (15%)

Group worldbuilding project (45%): speculative world report (30%), cultural encounter presentation (15%)

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.)*

Lectures, class discussion, audio-visual materials, in-class exercises, group work, and guest lecturers

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	Kilman, Michael, Wellstrom, Kyra	Kilman, Michael, and Kyra Wellstrom. 2021. *Build Better Worlds: An Introduction to Anthropology for Game Designers, Fiction Writers, and Filmmakers*. Plano, Texas: Infinite Sky Learning, LLC.	2021
2.	Textbook	Jemisin, N.K.	Jemisin, N. K. 2015. *The Fifth Season*. Orbit.	2015
3.	Online resource	Anderson, Ryan	Anderson, Ryan, Emma Louise Backe, Taylor Nelms, Elizabeth Reddy, and Jeremy Trombley. 2018. "Introduction: Speculative Anthropologies." *Society for Cultural Anthropology* (blog). December 18, 2018. https://culanth.org/fieldsights/introduction-speculative-anthropologies.	2018
4.	Video	Curry, Arwen	Curry, Arwen, dir. 2018. *Worlds of Ursula K. Le Guin*. Documentary.	2018
5.	Online resource	Jackson, Rosemary	Jackson, Rosemary. 1981. "The Fantastic as Mode." In *Fantasy: The Literature of Subversion*, 8–35. London: Routledge.	1981

Course Content and Topics

- Anthropology and speculative fiction
- Playing other selves
- Superheroes and mutants
- Worldbuilding and storytelling
- Alien encounters
- Agency, choice, and personhood
- Myths, history, and identity
- Community and connectedness
- Globalization and cultural encounters
- Unruly technology
- The Final Frontier
- Futurism as anti-colonial practice

Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

	Type*	Author or description	Title and publication/access details	Year
1.	Online resource	Scher, Philip W.	Scher, Philip W. 2018. "How Ursula Le Guin's Writing Was Shaped by Anthropology." *SAPIENS* (blog). February 5, 2018. https://www.sapiens.org/culture/ursula-le-guin/.	2018
2.	Online resource	D'Aloria, Alex	D'Aloia, Alex. 2019. "Anthropologists and Dragons." *The Familiar Strange* (blog). May 19, 2019. https://thefamiliarstrange.com/2019/05/20/anthropologists-and-dragons/.	2019
3.	Article	Geertz, Clifford	Geertz, Clifford. 1972. "Deep Play: Notes on the Balinese Cockfight." *Daedalus* 101 (1): 1–37.	1972
4.	Online resource	Walters, Holly	Walters, Holly. 2020. "Choosing Your Own Adventure: My Life as a Teenage Dungeon Master and How It Prepared Me to Become an Anthropologist." *The Geek Anthropologist* (blog). January 17, 2020. https://thegeekanthropologist.com/2020/01/17/choosing-your-own-adventure-my-life-as-a-teenage-dungeon-master-and-how-it-prepared-me-to-become-an-anthropologist/.	2020
5.	Article	Waskul, Dennis & Lust, Matt	Waskul, Dennis, and Matt Lust. 2004. "Role-Playing and Playing Roles: The Person, Player, and Persona in Fantasy Role-Playing." *Symbolic Interaction* 27 (3): 333–56. https://doi.org/10.1525/si.2004.27.3.333.	2004
6.	Online resource	Finnegroth, Danny	Fingeroth, Danny. 2004. "Why Superheroes?" In *Superman on the Couch: What Superheroes Really Tell Us about Ourselves and Our Society*, 21–36. Bloomsbury Publishing.	2004
7.	Online resource	Loeb, Jeph & Morris, Tom	Loeb, Jeph, and Tom Morris. 2005. "Heroes and Superheroes." In *Superheroes and Philosophy: Truth, Justice, and the Socratic Way*, edited by Tom Morris and Matt Morris, 11–20. Popular Culture and Philosophy 13. Chicago: Open Court.	2005
8.	Online resource	Tamaiti	Tamati. 2020. "Racial Draft: 15. Storm (Polynesian Delegation) - Racial Draft Season 2." *The Racial Draft* (blog). December 14, 2020. https://racialdraft.blogspot.com/2020/12/15-ororo-munroe-storm-polynesian.html.	2020
9.	Online resource	Ford, Michael Terell III	Ford, Michael Terell, III. 2020. "The Rambling." *The Racial Draft*. https://anchor.fm/racial-draft-podcast/episodes/The-Rambling-About-the-Racial-Draft-1-ebq795.	2020
10.	Online resource	Backe, Emma Louise	Backe, Emma Louise. 2014. "Terraforming the Imagination: How to Build a Convincing Fictional Universe." *The Geek Anthropologist* (blog). July 15, 2014. https://thegeekanthropologist.com/2014/07/15/terraforming-the-imagination-how-to-build-a-convincing-fictional-universe/.	2014
11.	Article	Maggio, Rodolfo	Maggio, Rodolfo. 2014. "The Anthropology of Storytelling and the Storytelling of Anthropology." *Journal of Comparative Research in Anthropology and Sociology* 5 (02): 89–106.	2014
12.	Online resource	McGranahan, Carole	McGranahan, Carole. 2020. "Anthropology as Theoretical Storytelling." In *Writing Anthropology: Essays on Craft and Commitment*, 73–77. Durham, North Carolina.	2020
13.	Online resource	Blackford, Russell	Blackford, Russell. 2017. "Aliens, Robots, Mutants, and Others." In *Science Fiction and the Moral Imagination: Visions, Minds, Ethics*, 129–55. Chambersburg: Springer International Publishing..	2017
14.	Online resource	Oman-Reagan, Michael P.	Oman-Reagan, Michael P. 2017. "How to Host an Extraterrestrial." *SAPIENS* (blog). Accessed May 2, 2022. https://www.sapiens.org/column/wanderers/extraterrestrial-hospitality/.	2017

15.	Article	Dickson, Jessica	Dickson, Jessica. 2016. "Do Cyborgs Desire Their Own Subjection? Thinking Anthropology With Cinematic Science Fiction." *Bulletin of Science, Technology & Society* 36 (1): 78–84.	2016
16.	Article	DiPaolo, Amanda	DiPaolo, Amanda. 2019. "If Androids Dream, Are They More than Sheep?: Westworld, Robots and Legal Rights." *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy* 6 (2).	2019
17.	Online resource	Little Hersh, Carrie	Little Hersh, Carrie. 2017 "Steampunk Archaeology & the Anthropology of Science Fiction with Gail Carriger." *Anthropologist on the Street*. Accessed March 8, 2021. https://anthropologistonthestreet.com/2017/11/03/episode15-steampunk-archaeology-the-anthropology-of-science-fiction-with-gail-carriger/.	2017
18.	Online resource	Mitchell, Kate	Mitchell, Kate. 2010. "Memory Texts: History, Fiction and the Historical Imaginary." In *History and Cultural Memory in Neo-Victorian Fiction*, 12–38. Springer Nature.	2010
19.	Article	Rose, Margaret	Rose, Margaret. 2009. "Extraordinary Pasts: Steampunk as a Mode of Historical Representation." *Journal of the Fantastic in the Arts* 20 (3): 319–450.	2009
20.	Online resource	Morgan, Marcyliena M.	Morgan, Marcyliena M. 2001. "Community." In *Key Terms in Language and Culture*, edited by Alessandro Duranti. Malden, Mass: Wiley-Blackwell.	2001
21.	Online resource	Abu-Lughod, Lila	Abu-Lughod, Lila. 1991. "Writing against Culture." In *Recapturing Anthropology: Working in the Present*, edited by Richard G. Fox, 137–62. Santa Fe: School of American Research Press.	1991
22.	Online resource	Ruha, Benjamin	Benjamin, Ruha. 2019. "Engineering Inequality." In *Race after Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.	2019
23.	Article	Szollosy, Michael	Szollosy, Michael. 2017. "Freud, Frankenstein and Our Fear of Robots: Projection in Our Cultural Perception of Technology." *AI & SOCIETY* 32 (3): 433–39.	2017
24.	Online resource	De Coster, Jori	Coster, Jori De. 2011. "The Cyborg Villain: Mechanical Hybridity and Existential Fear." In *Global Perspectives on Villains and Villany Today*, edited by Burcu Genc and Corinna Lenhardt, 219–28. Brill.	2011
25.	Online resource	Messeri, Lisa	Messeri, Lisa. 2017. "We Need to Stop Talking About Space as a 'Frontier.'" *Slate*, March 15, 2017. https://slate.com/technology/2017/03/why-we-need-to-stop-talking-about-space-as-a-frontier.html.	2017
26.	Article	Lempert, William	Lempert, William. 2014. "Decolonizing Encounters of the Third Kind: Alternative Futuring in Native Science Fiction Film." *Visual Anthropology Review* 30 (2): 164–76.	2014
27.	Online resource	Smiles, Deondre	Smiles, Deondre. 2020. "The Settler Logics of (Outer) Space." *Society and Space* (blog). October 26, 2020. https://www.societyandspace.org/articles/the-settler-logics-of-outer-space.	2020
28.	Online resource	Baudemann, Kristina	Baudemann, Kristina. 2019. "Indigenous Futurist Film: Speculation and Resistance in Jeff Barnaby's Rhymes for Young Ghouls and File Under Miscellaneous." In *Canadian Science Fiction, Fantasy, and Horror: Bridging the Solitudes*, edited by Amy J. Ransom and Dominick Grace, 151–65. Studies in Global Science Fiction. Cham: Springer International Publishing.	2019
29.	Article	Yaszek, Lisa	Yaszek, Lisa. 2006. "Afrofuturism, Science Fiction, and the History of the Future." *Socialism and Democracy* 20 (3): 41–60.	2006
30.				

***Type:** Indigenous knowledge, OER book, textbook, article, journal, video, online resource, or other.

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: November 2022

Subject: Revision of ANTH 388/SOC 388/LAS 388: Minority Indigenous Peoples of the World

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:
   - ANTH/SOC/LAS 388 needed to be revised as part of the standard six-year review. The course revision distinguishes the course from other anthropology offerings that focus on Indigenous peoples of Canada. It also shifts the focus of the course from a study of Indigenous peoples as case studies to exploring broader trends in Indigenous experiences and responses to settler colonialism. This revision reflects ongoing discussions about scholarship on Indigenous peoples and issues.
   - We have made the decision to remove the cross-list with LAS as it is difficult to cover sufficient Latin American content without taking a case study approach. While students are exposed to the experiences of Latin American Indigenous peoples at several points in the course, Faculty expertise is in Australian, New Zealand, and North American case studies. The revised course will remain an ANTH/SOC cross-list as the materials and learning outcomes draw significantly on both disciplines.
   - The revised version of ANTH/SOC 388 better reflects faculty expertise in the Anthropology programme and aligns the course more with the programme's commitment to Indigenization and decolonization within anthropology as a discipline. The focus on global experiences outside of Canada and connecting these back to Canadian experiences encourages students to think critically about the intersections of the local and the global in addressing questions of social justice.

- The change in title reflects criticisms by Indigenous peoples of the use of the term "minority" as it positions and defines Indigenous peoples in relation to others, but it also carries with it connotations of deficit and inferiority. The revised title makes it clear that it is an exploration of global experiences rather than a case study approach to Indigenous cultures.
- The revisions to the calendar description make the focus of the course (Indigenous experiences as opposed to Indigenous cultures) more readily apparent to prospective students, as well as signalling the relevance of the course to broader questions of Indigeneity and Indigenous experiences.
- The requirement of ANTH 102 and 3 additional credits of Anthropology/Sociology has been removed in order to open up the course to students in other programs. This is in part a response to suggestions from the recent Anthropology Program Review to reduce barriers to enrolment by eliminating pre-requisites where appropriate.
- The learning outcomes reflect the shift in focus of the course to global Indigeneity and ongoing experiences of settler colonialism. They also highlight that the point of the course is not to position Indigenous peoples as victims or to locate the violence of colonialism in the past but rather to explore the complexities of these issues and how they connect to contemporary events.
- The change in assessment and resources for ANTH/SOC 388 reflect changes in pedagogy and universal design for learning. Instead of a final exam and quizzes, students work throughout the semester on their own research project where they receive feedback at several points to help them build their own skills and competencies. The shift in format also encourages students to actively engage in working towards unsettling the dominant narratives of Indigenous peoples and settler colonialism by presenting their research in a format that speaks to a particular audience (e.g., students, politicians, scholars). Students are also encouraged to connect the topic and format of their final project to their future career goals. For example, those wanting to go into teaching may choose to incorporate their research into a lesson plan. The inclusion of holistic assessment allows for a recognition that student learning is not always readily conveyed through written assignments and that multiple forms of demonstrating knowledge should be encouraged.

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 made to the Course Learning Outcomes have been done specifically to ensure that they are more inline with the Anthropology Programme Learning Outcomes and UFV's ILOs. Course learning outcomes align more clearly with ILOs 1-6. They also align with the recent revisions to Anthropology's PLOs 3-6 (see attached) The revised learning outcomes also reflect the change in focus of the course, and better follow the UFV rules for how to write learning outcomes for a 300-level course.

Course Learning Outcomes	SOC PLOs	SOC/ANTH Major PLOs	ANTH PLOs	ILOs
1. Draw connections between the experiences of Indigenous peoples	10	2, 4	2, 3, 6	1-3, 9

2. Describe the major features of settler colonialism and their impacts on Indigenous communities	4, 10	2	2, 4, 6	1, 7
3. Outline some of the ways Indigenous communities "speak back" to colonial legacies		4	1, 3, 5	3
4. Draw connections between theories of settler colonialism and contemporary Indigenous encounters with the state	4, 10	2	2, 3, 5, 6	9
5. Challenge the idea that Indigenous peoples are simply the passive victims of colonialism		6	1, 2, 3, 6	2, 5, 9
6. Critically reflect on significant historical and ongoing patterns of interaction between Indigenous and Western nations	10	1, 6	1, 6	1-3,

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   - This course is an elective for the Indigenous Studies (Social Relations and Governance elective). We believe that the changes to the course will better align the course content and outcomes to the needs of this program. In particular it draws on the strengths of existing Anthropology faculty to complement the courses offered by Indigenous Studies faculty without attempting to speak for them.
   - This course will also be included as an elective for the revised Global Development Studies programs.
   - At present the course is an elective for the Latin American Studies minor and extended minor. The proposed changes (including the removal of the cross-list with LAS) will mean that the course is no longer included in this program. While this is unfortunate, to ensure the course has enough Latin American content to make it a meaningful contribution to students in this program would require a return to the case study approach taken previously. It would also mean relying on external work instead of drawing from faculty expertise in relation to Indigenous experiences in Australia, New Zealand, and the Pacific.
5. Which program areas have been consulted about the change(s)?
   - Sociology
   - Indigenous Studies
   - Global Development Studies
   - Bachelor of Integrated Studies
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 contributes to Indigenizing UFV by emphasising the pervasive nature of colonialism and the connections between Indigenous experiences in settler colonial contexts. It unpacks important issues in relation to the TRC Calls to Action by locating these within the context of global experiences that have also informed UNDRIP. The introduction of theories of settler colonialism, genocide, colonial trauma, biopolitics, and structural violence provide students with a common language for thinking and responding to contemporary Indigenous experiences with the state and other actors.
- The structure of the course ensures that the content does not focus on objectifying Indigenous peoples as passive victims of historical institutions, but rather provides connections between Indigenous cultures, experiences of colonisation, the legacies of these experiences, and Indigenous responses and resurgence. In doing so it acknowledges the harms done to Indigenous peoples but also celebrates their agency and creativity in resisting and responding to historical and ongoing experiences of colonisation.
- The focus on Terra Nullius and the Doctrine of Discovery also highlights the ways that these religious documents are employed in contemporary law making and provide the justification for many settler colonial states. Combined with a detailed exploration of settler colonialism, this encourages students to reflect on their role in the truth and reconciliation process.
- This class asks students to reflect on their own positionality and experiences with the course materials. In doing so, it encourages Indigenous students to draw on their own lived experiences in their research, discussion, and writing for the class. It asks settler students to unpack their assumptions about Indigenous peoples, colonialism, and contemporary Canadian society.
- The inclusion of holistic assessment and encourage students to work engage deeply on a particular issue while also aligning this with their own personal interests or future goals. The structuring of the Project assignment ensures that students explore a particular issue and community in significant detail by reading a book-length ethnographic text alongside other source materials. At the same time, they are encouraged to present their final project as something other than an essay in order to contribute to broader discussions about Indigenous peoples and settler colonialism. This approach also allows students to align their assignment with their future career goals as well as recognizing and appreciating the diversity of ways knowledge can be shared with others.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   - The selection of topics emphasises the historical basis for contemporary inequalities faced by Indigenous peoples. In exploring the intersections of these various issues, students are encouraged to reflect on broader issues of power and privilege as they relate to everyday life in Western societies. The majority of readings in this course are by Indigenous scholars, including those of different genders and nationalities.
   - This course includes readings almost exclusively by Indigenous scholars including those of . It also includes readings that almost exclusively focus on non-Western experiences of environmental change both in Canada and globally.

- Assignments in this course are largely cumulative and designed to help support students of differing abilities. They can be readily modified to accommodate students with disabilities. The incorporation of collegiality and mutual aid as a form of assessment also ensures that students with disabilities are supported within the classroom even if they do not qualify for accommodations. For example, this assessment ensures that copies of students' notes for each class are available in a class dropbox and students are encouraged to support each other in a variety of ways through which they can earn "collegiality points".
- The project assignment has a number of checkpoints, so that students receive feedback throughout the semester. The multiple components of the project break a large task into smaller parts over time, which can help students who struggle with executive functioning to complete the assignment. The assignment is also designed so that while students can choose to write an essay as a means of presenting their research, they are encouraged to draw upon their own skills and interests.
- All course materials are posted on Blackboard and accessible to students who use screen readers.

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.
   - There are no special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials:
   - Typical costs for the class are less than $70. All readings are available on Blackboard. Students may want to print course materials and their assignments. Students need internet access.

CWC comment and response:

- The memo indicates that removing the cross-listing with LAS will mean that the course is no longer included in the Latin American Studies minor and extended minor. While the calendar already includes a note that this course can only be used as an elective with permission from the SCMS department head and "provided there is sufficient LAS content in this instance of the course", the department should be aware that removing this course from the LAS programs will also require a program change. Otherwise, they will be updated to include ANTH 388/SOC 388 with the associated note.

  We believe that LAS is intending to remove the course from their requirements but cannot confirm this. While there is currently no head of LAS, the Convenor of the School of Social Justice and Global Stewardship (Nicola Mooney) is aware of the changes we are proposing and in support of them. While we cannot speak to another program, we do expect that the LAS program will remove this course when they tidy up their program requirements. It is this fact that we were attempting to convey in the memo as amendments to LAS are beyond the scope of SCMS.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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: ANTH 388	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Global Indigeneity **Course Short Title:** Global Indigeneity	
Faculty: Faculty of Social Sciences	**Department:** School of Culture, Media, and Society

Calendar Description:

Explores the social and cultural experiences of Indigenous peoples outside of Canada within the context of settler colonialism. Students will then consider the parallels and differences between case studies discussed and the experiences of Indigenous peoples in Canada.

Note: This course is offered as ANTH 388 and SOC 388. Students may take only one of these for credit.

Note: Students with credit for LAS 388 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **SCMS 388, LAS 388**

Cross-listed with: **SOC 388**

Equivalent course(s): **SOC 388**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 9, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Draw connections between the experiences of Indigenous peoples.
2. Describe the major features of settler colonialism and their impacts on Indigenous communities.
3. Outline some of the ways Indigenous communities "speak back" to colonial legacies.
4. Reflect on connections between theories of settler colonialism and contemporary Indigenous encounters with the state.
5. Challenge the idea that Indigenous peoples are simply the passive victims of colonialism.
6. Critically reflect on significant historical and ongoing patterns of interaction between Indigenous and Western nations.

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

Project:	60%	Assignments:	20%	Holistic assessment:	20%

Details:

Ethnographic project on Indigenous community/issue (55%): project proposal (5%), book review (15%), annotated bibliography (20%), final project (20%)

Assignments (20%): reading engagement (10%), reading discussions (10%)

Holistic Assessment (20%): collegiality (10%), self-evaluation (10%)

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.)*

This course is based on lectures, discussion of assigned readings, in-class student presentations, audio visual material, possible field trips, and projects.

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.	Online resource	Hughes, Lotte	Hughes, Lotte. 2011. "Who Are Indigenous Peoples." In *The No-Nonsense Guide to Indigenous Peoples*, 10–28. No-Nonsense Guides. Oxford: New Internationalist Publications.	2011
2.	Online resource	Sissons, Jeff	Sissons, Jeffrey. 2005. "Indigenism." In *First Peoples: Indigenous Cultures and Their Futures*, 7–35. Focus on Contemporary Issues. London: Reaktion Books.	2005
3.	Online resource	Little Bear, Leroy	Little Bear, Leroy. 2011. "Jagged Worlds Colliding." In *Reclaiming Indigenous Voice and Vision*, edited by Marie Battiste, 77–85. Vancouver: UBC Press.	2011
4.	Article	Tynan, Lauren	Tynan, Lauren. 2021. "What Is Relationality? Indigenous Knowledges, Practices and Responsibilities with Kin." *Cultural Geographies* 28 (4): 597–610.	2021
5.	Online resource	Basso, Keith	Basso, Keith H. 1984. "'Stalking with Stories': Names, Places, and Moral Narratives among the Western Apache." In *Text, Play, and Story: The Construction and Reconstruction of Self and Society*, edited by Edward M. Brunner, 19–55. Prospect Heights, Illinois: Waveland Press.	1984

Course Content and Topics

- What is Indigeneity?
- Indigenous ontologies
- Indigenous land
- Terra Nullius and the Doctrine of Discovery
- The genocide of assimilation
- Settler colonialism
- Colonial trauma
- Stereotypes and absences
- Biopolitics and structural violence
- Language reclamation
- Indigenous representations
- Self-determination and sovereignty
- Reconciliation and decolonization

ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 2029
Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: SOC 388	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Global Indigeneity **Course Short Title:** Global Indigeneity	
Faculty: Faculty of Humanities	**Department:** School of Culture, Media, and Society
Official Course Outline: This is a cross-listed course. Please refer to **ANTH 388** for the official course outline.	
Calendar Description: Explores the social and cultural experiences of Indigenous peoples outside of Canada within the context of settler colonialism. Students will then consider the parallels and differences between case studies discussed and the experiences of Indigenous peoples in Canada. Note: This course is offered as ANTH 388 and SOC 388. Students may take only one of these for credit. Note: Students with credit for LAS 388 cannot take this course for further credit.	
Prerequisites (or NONE):	45 university-level credits.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None
Antirequisite Courses *(Cannot be taken for additional credit.)* Former course code/number: **SCMS 388, LAS 388** Cross-listed with: **ANTH 388** Equivalent course(s): **ANTH 388** *(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.)*	**Transfer Credit** *(See bctransferguide.ca.)* Transfer credit already exists: **No** Submit outline for (re)articulation: **Yes** *(If yes, fill in transfer credit form.)*

Department approval	**Date of meeting:**	November 9, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 2023

Memo for Program Changes

To: Linda Pardy and College of Arts Curriculum Committee

From: Chantelle Marlor, Director, School of Culture, Media, and Society

Date: November 2022

Subject: SOCIOLOGY/ANTHROPOLOGY Major

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

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☒ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):
   - Changes reflect recommendations from ANTH program review. One major recommendation of the recent external review report was to develop an Anthropology Major. We view this as a long-term goal that cannot take place until more students are enrolled in the program. In the interim that means we need to revise and update the Sociology/Anthropology Major to ensure students graduating from the program have sufficient anthropology credits to justify calling it a Sociology/Anthropology Major. The majority of changes made to the program have been with this in mind.
   - Given that many of our ANTH and SOC courses are presently cross-listed, but that a significant number of them are actually much more heavily grounded in one or the other discipline, we have made distinct lists for students to pick from to make sure they get equal amounts of anthropological and sociological content. It is possible for students under the current program structure to graduate with a Sociology/Anthropology major having taken only ANTH 102 and maybe one upper-level ANTH course with the rest of their courses coming from Sociology. The revisions would ensure that students graduating have a solid grounding in both disciplines.
   - Revised program more explicitly includes anthropological content, including anthropological methods and theories. A review of comparative Canadian Sociology/Anthropology Majors revealed that the overwhelming majority require students take both Sociological and Anthropological theory and methods courses. The proposed revisions regarding theory and

methods are in order to ensure that our program offers students a comparative degree to those offered at other Canadian post-secondary institutions.

- Changes also incorporate decolonizing/Indigenizing course as a required part of the program. The addition of the upper-level Indigenous Competency elective recognises the importance of students learning and thinking about Indigenous content/issues but also ensuring that this happens at a point in their degree when they are better able to engage with the materials in a meaningful way. The list of electives here has been carefully curated from UFV offerings that speak to broader questions that sociology and anthropology raise. The idea being that students would take this elective in Year 3 or 4 when they have a solid grounding in sociology and anthropology and are able to bring those courses into dialogue with the Indigenous Competency elective.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
    - Technically there has never been program learning outcomes for the Sociology/Anthropology Major instead we envisaged students needing to meet both the Sociology and Anthropology Program learning outcomes. The "revised" learning outcomes are a blending of the Sociology and Anthropology Program learning outcomes that reflects the parallels and differences in the two disciplines. These learning outcomes have been approved by the SCMS Curriculum Committee.

Sociology/Anthropology Program Learning Outcomes	ILOs	Addressed through
1. Use critical self-reflexivity to question the taken-for granted aspects of everyday life from a range of perspectives	2, 3, 5, 7, 8	ANTH 102 & ANTH electives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociology and sociocultural anthropology	1	All ANTH and SOC courses
3. Demonstrate an understanding of cultural diversity and Indigenous knowledges, of the intricacies of the complex and shifting nature of culture and society, of the provisional status of knowledge, and of the implications of these for transformative social justice	1, 2, 3, 5, 7, 9	ANTH electives
4. Analyze both interpersonal and large-scale social phenomena, including how these interrelate with one another	1, 2, 3	SOC electives
5. Evaluate and ethically employ a variety of methodological approaches to address key issues facing societies around the globe	2, 3, 4, 7, 8, 9	SOC 255, ANTH 202, and upper-level methods elective
6. Imagine and advance social justice through engaged research and other scholarly practices	2, 3, 4, 7, 9	SOC 255, ANTH 202, and upper-level methods elective

4. What consideration has been given to Indigenizing the curriculum?
    - In recognition of the importance of decolonizing and Indigenizing research we have opted to allow students to take IPK/ANTH/SOC 344: Indigenous Research Methodologies as their upper-level methods requirement. Previously students could only choose between SOC/ANTH/MACS 355 (Quantitative Methods) or SOC/ANTH/MACS 356 (Qualitative Methods).
    - The inclusion of an upper-level "Indigenous competency" elective has been added to the program to acknowledge that the work of Indigenizing the curriculum also means a consideration of interdisciplinary and transdisciplinary conversations. The list of "Indigenous competency" electives has been carefully curated to reflect content offered at UFV which explicitly addresses Indigenous issues in a sustained and engaged way. We also believe that any Indigenous-related elective needs to come at the upper-level so that students can more meaningfully engage with these issues.
5. Will additional resources be required? If so, how will these costs be covered?
    - No additional resources will be required. The new required course being created for the ANTH program (ANTH 202) has been paired off with the deletion of other courses in the ANTH calendar.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
    - The goal of the changes is to provide students with a more clearly-defined structure that balances their learning in two disciplines. As such, the program has both more clarity and a clearer identity. Moreover, the new ANTH courses included in the ANTH side of the program revisions reflect updated approaches to anthropological curriculum. Overall, we expect these updates and clarity to appeal to students, thereby drawing more students into the program.
    - The removal of the stats requirement (STAT 104, STAT 106 or PSYC 110) will potentially encourage more students to enrol in the Sociology/Anthropology Major. We have heard from several students over the years that this requirement was a factor in their decision to declare another major. Student Survey of SOC/ANTH Majors for the recent Anthropology Program review revealed that majority of students either found the requirement stressful, irrelevant, or challenging.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?
    - There is no change to the overall number of required core or elective credits for the program.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)
9. The only major timetabling change to consider is the need to offer ANTH 202 and ANTH 301 every second year. These courses have been factored into ANTH faculty 2-year rotations, replacing other 200- and 300-level ANTH offerings. During the initial stages of rebuilding the ANTH program, we recognize that these courses may encounter some enrolment challenges. However, as they are

necessary components for providing a robust ANTH side to this program and reflect current academic trends, we do not consider this a major concern. Moreover, enrolments for these courses will also be supported by their inclusion in the revised ANTH Extended Minor and Minor, plus interest from programs outside SCMS to include at least one of these courses (ANTH 202) as a program option. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

- The Indigenous competency elective requirement draws from courses inside and outside SCMS. Given students have a number of courses to choose from, we do not expect this to put a strain on the resources of any other department. We do think, however, that it could help enrolments for these courses, enabling them to run.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

    - Please see attached memo from the Dean's office.

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	PROGRAM CHANGES BUDGET APPROVAL SOCIOLOGY/ ANTHROPOLOGY MAJOR, SCHOOL OF CULTURE, MEDIA, AND SOCIETY, COLLEGE OF ARTS
Date:	DECEMBER 22, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the SOCIOLOGY/ ANTHROPOLOGY MAJOR and I approve their submission to CACC and UEC for curriculum review.

Thank you,

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

Sociology/Anthropology major

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a major. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18~~–19~~ credits

Course	Title	Credits
SOC 101	Introductory Sociology	3
ANTH 102	Culture and Society	3
ANTH 202	Ethnographic Toolkit	3
~~Plus:~~ SOC 255/ MACS 255	~~One lower-level ANTH, LAS, MACS, SOC or WMST course (see Note)~~ Introduction to Social Research	3
Plus:	~~An additional lower-level ANTH or SOC course~~ One lower-level SOC course from list 1A (Sociology lower-level)	3
Plus: ~~SOC 255/ ANTH 255/ MACS 255~~	One lower-level ANTH course from list 2A (Anthropology lower-level) ~~Introduction to Social Research~~	3

~~One of:~~		~~3–4~~
~~STAT 104~~	~~Introductory Statistics~~	-
~~STAT 106~~	~~Statistics I~~	-
~~PSYC 110~~	~~Applied Statistical Analysis in Psychology~~	-

Note 1: Students are advised to select lower-level courses that are prerequisites (or recommended courses) for the upper-level courses of interest to them. See the **course descriptions** section for more information.

Note 2: Students may not use the same course to meet more than one requirement

Upper-level requirements: 32 credits

Course	Title	Credits
SOC 355/ ANTH 355/ MACS 355	Quantitative Research Methods (see Note 1)	4
or SOC 356/ ANTH 356/ MACS 356	Qualitative Research Methods	

or IPK/ANTH/SOC 344	Indigenous Research Methods	
SOC 350	Classical Sociological Thought	4
~~**or**~~ ANTH 301	Theoretical Currents in Contemporary Anthropology (see Note 2)	
Plus:	An additional ~~12~~ 8 credits of upper-level SOC from list 1B (Sociology upper-level)	~~12~~ 8
Plus:	An additional ~~12~~ 8 credits of upper-level ANTH from list 2B (Anthropology upper-level)	~~12~~ 8
Plus:	An Indigenous competency course from List 3	4

List 1A (Sociology lower-level):

LAS/SOC 200, SOC 201, SOC 205, LAS/SOC 206, SOC 210, SOC 220, SOC 230, SOC 245, SOC 247, SOC/GDS 250, SOC 254, ANTH/SOC 260, SOC 265, SOC/ANTH/MACS 270, SOC 275, SOC 280, SOC 289, SOC 299

List 2A (Sociology upper-level):

LAS/SOC 310, SOC 313, ANTH/SOC 325, SOC 330, SOC 331, SOC 333, MACS/SOC 334, SOC 335, MACS/SOC 337, IPK/ANTH/SOC 344, SOC 346, SOC 348, SOC 352, SOC 353, SOC/MACS 355, SOC/MACS 356, SOC 357, SOC 358, ANTH/SOC 360, SOC/GDS/LAS 363, ANTH/SOC 368, MACS/SOC 385, ANTH/SOC 388, GEOG/SOC 396/GDS 310, GEOG/SOC 398/GDS 311, SOC 399, SOC 430, SOC 431, SOC 435, LAS/SOC 442, SOC 445, SOC 450, MACS/SOC 460, SOC/ANTH 470, LAS/SOC 472, SOC 475, SOC 490, SOC 493

List 2A (Anthropology lower-level):

ANTH 111, ANTH 130, ANTH 210, ANTH/GDS 220, ANTH/SOC 260, ANTH 268, ANTH 275

List 2B (Anthropology upper-level):

ANTH/SOC 325, ANTH/SOC 368, ANTH/MACS 375, SOC/ANTH 470E

List 3 (Indigenous competency):

AH 321, ANTH/SOC 388, FILM 313, IPK 302, IPK 331, IPK 332, IPK/ANTH/SOC 344, IPK 386, POSC 301, POSC 321, IPK 401

Note 1: CRIM 320 or GEOG 252 may be substituted for SOC 355/ANTH 355/MACS 355.

Note 2: Students wishing to take ANTH 301 are advised that this course is generally offered every other year.

Note 3: No more than nine credits may be in the internship courses SOC 396/GDS 310/GEOG 396 and SOC 398/GDS 311/GEOG 398.

Note 4: Students may not use the same course to meet more than one requirement

Memo for Program Changes

To: Linda Pardy and College of Arts Curriculum Committee

From: Chantelle Marlor, Director, School of Culture, Media and Society

Date: November 2022

Subject: ANTHROPOLOGY EXTENDED MINOR AND MINOR

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

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☒ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):
   - Changes reflect recommendations from ANTH program review. Including recommendations to: revise the anthropology curriculum to correspond to the new Program Learning Outcomes and to reflect current intellectual advances in sociocultural anthropology, providing opportunities for students to conduct anthropological research; and create a stable 2-year rotation for anthropology courses. The proposed changes also work towards building capacity for a stand-alone Anthropology Major in the future. At present we only offer the minor and extended minor alongside a Sociology/Anthropology Major. The external report from the recent ANTH program review recommended the development of an Anthropology major.
   - Another major recommendation of the external report from the ANTH program review was to eliminate cross-listing except in cases where the course content is truly interdisciplinary. At present cross-listing and the current structure of the Anthropology Minor and Extended Minor mean that students can in theory graduate in our programs having only taken one course (ANTH 102) with an Anthropology faculty instructor. At the same time with only 2.5 type B Faculty, we recognise the need to incorporate course offerings from allied disciplines to ensure our students have a robust and flexible program. To address these two issues, we have created two lists of courses that students can choose from. Lists 1A and B contain what we consider to be the ANTH core offerings and contains the majority of courses offered by ANTH faculty. Lists 2A and B contain a curated list of ANTH-adjacent courses that we feel intersect with key questions or themes in anthropology or provide practical skills that

compliment Anthropology. The proposed revisions would ensure that students take the majority of their courses from the ANTH core while also allowing them to draw on this wider pool should they wish to do so.

- We have also added an upper-level Indigenous competency elective as a requirement to all our programs as part of our commitment to decolonization and Indigenization. This requirement recognises the importance of students learning and thinking about Indigenous content/issues while also ensuring that this happens at a point in their degree that they are able to engage with the materials in a more meaningful way. The list of electives here has been carefully curated from UFV offerings that speak to broader questions that are driving current movements in decolonization of anthropology as a discipline. The idea being that students would take this elective in Year 3 or 4 when they have a solid grounding in anthropological approaches so they are able to bring their elective into dialogue with their broader studies.

- One change that we are proposing for the Anthropology Extended Minor is swapping out SOC/ANTH/MACS 255 for ANTH 202. ANTH plans to discontinue cross-listing ANTH into SOC/ANTH/MACS 255 as the course tends to draw more heavily on sociological research methods and approaches that differ from those used in anthropology. While there are overlaps between social research methodologies the role that this course serves within the Sociology program means that it does not serve the needs of students in the Anthropology program. Instead, a new course (ANTH 202: Ethnographic Toolkit) is being proposed as an alternative course that explores ethnographic methods and approaches in a way that in congruent with current trends and developments in anthropological research. This course will replace SOC/ANTH/MACS 255 in the list of requirements for the Extended Minor.
- ANTH 202 is also being added to the lower-level requirements of the Anthropology Minor as it is required to ensure that students who graduate from that program are able to meet PLO5. This has meant that the number of credits at the lower-level increases from 9 to 12 while the number of upper-level credits remains the same. This change also ensures that the Anthropology Minor meets the current lower-level requirements for minors of between 12-20 credits.
- Another proposed change to the Anthropology Extended Minor is to require students to take ANTH 301, our anthropological theory course. This ensures that students have a strong foundation in anthropological theory, which should help them cultivate stronger anthropological skills. This course is also the strongest way that students are exposed to the materials necessary to meet PLO 2. While students will be exposed to central concepts, theoretical perspectives, and approaches in sociocultural anthropology, ANTH 301 offers them a sustained opportunity to engage with these rather than encountering them in relation to more thematic courses. It also means that we are able to ensure that graduates from the program have a common core of anthropological theory.
- We have opted not to require ANTH 301 for the Anthropology Minor, partly in recognition of the need to distinguish the two programs from each other and also to recognise that students enrolled in an Anthropology Minor will most likely be taking it in conjunction with a major in

another discipline which will also require them to take a theory course. We still feel that it is important that students enrolled in the Minor get a solid introduction to theory and so we have selected two alternatives (ANTH/SOC 368 and SOC/ANTH 470E) that students can select from alongside ANTH 301. These two alternatives are ones that ANTH faculty feel are "theory rich" in a way that embodies important key theories and principles in anthropology.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
   - As part of the ANTH program review we have gone through a sustained process of developing new Program Learning Outcomes. It is these revised PLOs that have driven the design of the proposed changes to the Minor and Extended Minor.

Anthropology Program Learning Outcomes	ILOs	Addressed through
1. Use critical self-reflexivity to question the taken-for granted aspects of everyday life from holistic, critical culturally relative, and cross-cultural perspectives	2, 3, 5, 7, 8	**ANTH 102** but also to a lesser extent in all list 1 electives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociocultural anthropology	1	**ANTH 301** but also in ANTH 102 all list 1 electives especially ANTH/SOC 368 and SOC/ANTH 470E
3. Demonstrate an understanding of cultural diversity, Indigenous knowledges, decolonization, the complex and shifting nature of culture, and the provisional status of knowledge	1, 2, 3, 5, 7, 9	**All list 3 electives**; also ANTH 102, ANTH 202, and ANTH 301 and electives in list 1
4. Utilize analytical and critical skills to deconstruct cultural assumptions about the world	2, 3, 4, 6, 7	All electives in list 1; ANTH 102; ANTH 202; ANTH 301
5. Employ ethnographic approaches, ethics, methods, and sensibilities in examining key issues facing societies around the globe	1, 2, 3, 4, 8, 9	**ANTH 202**; also ANTH 102, ANTH 301, and all electives in list 1
6. Meaningfully engage in civic and global questions to advance social justice and imagine alternative modes of living and being	2, 3, 4, 7, 9	**ANTH/SOC 368, SOC/ANTH 470E**, also ANTH 202

4. What consideration has been given to Indigenizing the curriculum?
   - Indigenization has been a central part of our considerations when revising the Anthropology Minor and Extended Minor. One obvious outcome of this has been the inclusion of an upper-level "Indigenous competency" elective as a way of acknowledging that the work of Indigenizing the curriculum also means a consideration of interdisciplinary and transdisciplinary conversations. The list of "Indigenous competency" electives has been carefully curated to reflect content offered at UFV which explicitly addresses Indigenous issues in a sustained and

engaged way. We also believe that any Indigenous-related elective needs to come at the upper-level so that students can more meaningfully engage with these issues.

- In a less obvious way Indigenization has also driven the development of the revised Program Learning Outcomes which reflect points of overlap between the disciplines of anthropology and Indigenous Studies.
- Similarly, the majority of courses in our core (Lists 1A and B) contain substantial focus on Indigenous issues and topics meaning that students graduating from our programs have had regular and ongoing exposure not only to issues such as settler colonialism and Indigenous patterns of living and knowing, but also to the darker side of anthropologies history and involvement in colonisation projects.

5. Will additional resources be required? If so, how will these costs be covered?
   - No additional resources will be required. The new required course being created for the ANTH program (ANTH 202) has been paired off with the deletion of other courses in the ANTH calendar.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
   - The goal of the changes is to provide students with a more clearly-identifiable anthropology program. Moreover, the new and revised ANTH courses included in these program revisions reflect updated approaches to anthropological curriculum. Overall, we expect these updates and clarity to appeal to students, thereby drawing more students into the program.
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?
   - Extended Minor: There is no change to the overall number of required credits for the Extended Minor. There is, however, one additional core course required in this program (ANTH 301), that replaces one of the upper-level elective credits. This course (ANTH 301) is also included as a new core requirement for the SOC/ANTH Major. This course will be offered every second year. At present, it is supposed to be offered every second year, but it is not routinely scheduled as it has not served as a required course for any of our SCMS programs (it only served as an option). This course has been factored into the ANTH 2-year rotation (see attached) and so its regularisation does not constitute an increase in the number of courses offered within the discipline.
   - Minor: There is no change to the overall number of credits required for this program. There is, however, one additional lower-level elective required for the program (for a total of 12 instead of 9 credits), and one less upper-level course required (12 instead of 16 credits). At the upper-level, we have included a new core elective (ANTH 301, ANTH/SOC 368, or SOC/ANTH 470E), replacing one of the required electives in the previous structure.
8. Identify any available resources that will be used to accommodate the program changes. (Eg. Seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)
   - The only major timetabling change to consider is the need to offer ANTH 202 and ANTH 301 every second year. These courses have been factored into ANTH faculty 2-year rotations, replacing other 200- and 300-level ANTH offerings. During the initial stages of rebuilding the

ANTH program, we recognize that these courses may encounter some enrolment challenges. However, as they are necessary components of all the revised ANTH programs, we do not consider this a major concern. We have also had expressions of interest from other programs regarding ANTH 202 and anticipate that this will help stimulate interest in ANTH and consequently increase enrolments in ANTH 301.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.
    - The Indigenous competency course elective requirement draws from courses inside and outside SCMS. Given students have a number of courses to choose from, we do not expect this to put a strain on the resources of any other department. We do think, however, that it could help enrolments for these courses, enabling them to run.
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.
    - Please see attached memo from the Dean's office.

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	PROGRAM CHANGES BUDGET APPROVAL: ANTHROPOLOGY MINOR & EXTENDED MINOR, SCHOOL OF CULTURE, MEDIA, AND SOCIETY, COLLEGE OF ARTS
Date:	DECEMBER 22, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the ANTHROPOLOGY MINOR & EXTENDED MINOR and I approve their submission to CACC and UEC for curriculum review.

Thank you,

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

Anthropology extended minor

This section specifies extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** an extended minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18 credits

Course	Title	Credits
ANTH 102	Culture and Society	3
ANTH 202 ~~ANTH 255/ SOC 255/ MACS 255~~	Ethnographic Toolkit ~~Introduction to Social Research~~	3
Plus:	Two lower-level ~~ANTH~~ courses from list 1A	6
Plus:	Two lower-level courses from list 1A or 2A ~~200-level ANTH courses~~	6

Upper-level requirements: 16 credits

Course	Title	Credits
ANTH 301	Theoretical Currents in Contemporary Anthropology ~~16 credits of upper-level ANTH~~	4 ~~16~~

PLUS:	One upper-level course from list 1B	4
PLUS:	One upper-level course from lists 1B or 2B	4
PLUS:	One upper-level course from list 3	4

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

List 1A:

ANTH 210, ANTH/GDS 220, ANTH/SOC 260, ANTH 268, ANTH 275

List 1B:

ANTH/SOC 325, ANTH/SOC 368, ANTH/MACS 375, ANTH/SOC 388, SOC/ANTH 470E

List 2A:

ANTH 299; ENGL 215; GDS 260; GEOG 241; MACS/MUSC 201; MACS 221, SOC 205; SOC 247; SOC 254; SOC/MACS 255, SOC/ANTH/MACS 270

List 2B:

ANTH/SOC 360; ANTH/ENGL 367; FILM 313; GD 304; GDS 330; GDS 332; GEOG 312; GEOG 323; GEOG/GDS 340; GEOG 346; IPK/ANTH/SOC 344; MACS/SOC 337; MACS/SOC 385; POSC 300; SOC 330; SOC 346; SOC/MACS 356; SOC/LAS/GDS 363; VA/FILM/JRNL 365

List 3 (Indigenous competency courses):

AH 321, ANTH/SOC 388, FILM 313, IPK 302, IPK 331, IPK 332, IPK/ANTH/SOC 344, POSC 301, POSC 321, IPK 401, IPK 477

~~Combined Anthropology and Sociology extended minors~~

~~Students taking more than one SCMS program (Anthropology, Latin American Studies, Media and Communications Studies, and Sociology) may satisfy overlapping requirements with a single course (e.g. SOC 255/ANTH 255/MACS 255 is required for more than one SCMS program). However, students must still complete the required number of lower- and upper-level credits for each major/extended minor/minor by taking additional courses in the specific discipline.~~

Anthropology minor

This section specifies minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: ~~9~~12 credits

Course	Title	Credits
ANTH 102	Culture and Society	3
ANTH 202	Ethnographic Toolkit	3
Plus:	Any lower-level ~~ANTH~~ course from List 1A	3
Plus:	ANTH 111, ANTH 130, or ~~Any~~ any 200-level ~~ANTH~~ course from Lists 1A or 2A	3

Upper-level requirements: 16 credits

Course	Title	Credits
~~-~~ANTH 301	Theoretical Currents in Contemporary Anthropology ~~16 credits of upper-level ANTH~~	4 ~~16~~
Or ANTH/SOC 368	Environment & Society	
Or SOC/ANTH 470E	Ethnicity, Race, Nationalism	
PLUS:	One upper-level course from list 1B	4
PLUS:	One upper-level course from lists 1B or 2B	4
PLUS:	One upper-level course from list 3	4

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

List 1A:

ANTH 210, ANTH/GDS 220, ANTH/SOC 260, ANTH 268, ANTH 275

List 1B:

ANTH/SOC 325, ANTH/SOC 368, ANTH/MACS 375, ANTH/SOC 388, SOC/ANTH 470E

List 2A:

ANTH 299; ENGL 215; GDS 260; GEOG 241; MACS/MUSC 201; MACS 221, SOC 205; SOC 247; SOC 254; SOC/MACS 255, SOC/ANTH/MACS 270

List 2B:

ANTH/SOC 360; ANTH/ENGL 367; FILM 313; GD 304; GDS 330; GDS 332; GEOG 312; GEOG 323; GEOG/GDS 340; GEOG 346; IPK/ANTH/SOC 344; MACS/SOC 337; MACS/SOC 385; POSC 300; SOC 330; SOC 346; SOC/MACS 356; SOC/LAS/GDS 363; VA/FILM/JRNL 365

List 3 (Indigenous competency courses):

AH 321, ANTH/SOC 388, FILM 313, IPK 302, IPK 331, IPK 332, IPK/ANTH/SOC 344, POSC 301, POSC 321, IPK 401, IPK 477

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: February 2023

Subject: Proposal for revision of: EDUC 434B: Designs for Learning secondary language arts, including change to EDUC 455

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

- 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:

- Rationale for change:

  As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:

  - Conform to the new official course outline form as per UEC;
  - Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
  - Update course materials; and,
  - Ensure that current trends and research were represented.

  Finally, the title was changed as part an overall change to titles in secondary methods courses. These methods courses occur twice in the program and were named: Designs for learning general… and Designs for learning secondary… with specific courses mentioned. Given the vast array of courses now available in the secondary curriculum, this naming does not clearly identify the difference in these courses. Instead, the first secondary methods course introduces teacher candidates to the main content and strategies used in those subject areas. The second course builds on this by looking at key challenges in teaching those subject areas, how to continually incorporate inquiry into those

subjects, and how to advance instruction in these areas. As such, the secondary methods courses are being renamed:

- Designs for learning secondary [subject]
- Investigations into secondary [subject]…for this course, it would become: **EDUC 434B: Investigations into secondary language arts.**

Note: *During the approval process, it was proposed that this course become EDUC 455.*

- 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 were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

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

  No.

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

  None.

- 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).
  - As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
  - This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

- How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
  - This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

- 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.
  - Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

- Estimate of the typical costs for this course, including textbooks and other materials:
  $30 – 100 depending on texts.

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 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.

Course Code and Number: EDUC 455	**Number of Credits:** 1.5 Course credit policy (105)
Course Full Title: Investigations into Secondary English Language Arts **Course Short Title:** Secondary Engl Language Arts	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Fosters deeper understanding of expressive and receptive techniques related to storytelling, poetry, creative writing, expository writing, and world literature. Using the B.C. English language arts curriculum (including English First Peoples), teacher candidates prepare lessons and units of study for courses in composition, creative writing, literary studies, new media, and spoken language.

Note: Students with credit for EDUC 434B cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Education and EDUC 431.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **EDUC 434B**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	5
Tutorials/workshops	18
Total hours	**23**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connected to practicum

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 2023

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

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

1. Design lessons and units of study for secondary English language arts courses (including English First Peoples) in composition, creative writing, literary studies, new media, and/or spoken language.
2. Address issues of equity, diversity, inclusion, and decolonization through the design of lessons for secondary English language arts.
3. Create authentic assessment tools and methods to assess and evaluate the content and curricular competencies of the Secondary English Language Arts curriculum.
4. Integrate the use of visual, auditory, kinesthetic, and tactile experiences into lesson designs to address the needs of all learners.
5. Develop strategies to assist struggling readers and writers.
6. Incorporate Indigenous pedagogies, content, and resources into the development of secondary English language arts lessons and units of study that are cognizant of protocol, aware of the sensitive nature of some content, and in line with the First Peoples Principles of Learning (FPPL).

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

Assignments:	100%	%	%
	%	%	%

Details: Assignments: unit plans (40%), reflections (20%), in class teaching (20%), group presentations (20%).

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	Fletcher	Teaching Literature Rhetorically	2018
2.	Online resource	Ministry of Education	BC English Language Arts curriculum	2021
3.	Textbook	Fletcher	Writing Rhetorically	2021

Course Content and Topics

Text features and structures including:
- Form, function, and genres of text
- Elements of visual/graphic texts
- Narrative structures found in First Peoples texts
- Protocols related to ownership of First Peoples oral texts
- The legal status of First Peoples oral tradition in Canada

Multimodal writing strategies including:
- Metacognitive strategies
- Writing processes
- Multi-modal reading strategies
- Oral language strategies
- Presentation techniques
- Multi-media presentation processes

Language features, structures, and conventions
- Elements of style
- Usage and conventions
- Citation techniques
- Literal, figurative, and inferential meaning
- Literary elements and devices
- Exploration of voice
- Media techniques

Reconciliation in Canada
The evolution of language
Appropriation and reclamation of voice
New media functions including:
- Advocacy
- Community building
- Propaganda
- manipulation

Creative spoken genres

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: February 2023

Subject: Proposal for revision of: EDUC 434A: Designs for Learning HIST/GEO, including change to EDUC 456

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

- 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:

- Rationale for change:

  As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:

  - Conform to the new official course outline form as per UEC;
  - Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
  - Update course materials; and,
  - Ensure that current trends and research were represented.

  In addition, the latest revisions to the BC Teachers' Council's Approval Standards for Teacher Education programs were updated with specific mention of teaching strategies and focus on "anti-oppression" in teacher education programs. As such, this language has been incorporated into the calendar description, learning outcomes, and course content.

  Finally, the title was changed as part an overall change to titles in secondary methods courses. These methods courses occur twice in the program and were named: Designs for learning general… and Designs for learning secondary… with specific courses mentioned. Given the vast array of courses

now available in the secondary curriculum, this naming does not clearly identify the difference in these courses. Instead, the first secondary methods course introduces teacher candidates to the main content and strategies used in those subject areas. The second course builds on this by looking at key challenges in teaching those subject areas, how to continually incorporate inquiry into those subjects, and how to advance instruction in these areas. As such, the secondary methods courses are being renamed:

- Designs for learning secondary [subject]
- Investigations into secondary [subject]…for this course, it would become: **EDUC 434A: Investigations into secondary social studies.**

Note: *During the approval process, it was proposed that this course become EDUC 456.*

- 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 were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

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

  No.

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

  None.

- 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).
  - As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
  - This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

- How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

- This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

- 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.
  - Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

- Estimate of the typical costs for this course, including textbooks and other materials:
  $30 – 100 depending on texts.

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 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.

Course Code and Number: EDUC 456	**Number of Credits:** 1.5 Course credit policy (105)
Course Full Title: Investigations into Secondary Social Studies **Course Short Title:** Secondary Social Studies	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Examines the fundamental theoretical concepts and practical skills necessary to teach senior-level social studies courses using the B.C. Ministry of Education curriculum. Indigenous resources, pedagogies, and content, as well as anti-racist and anti-oppressive strategies, are included.

Note: Students with credit for EDUC 434A cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Education and EDUC 432.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **EDUC 434A**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	5
Tutorials/workshops	18
Total hours	**23**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connected to practicum

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Apply strategies found in B.C. grade 11 and 12 social studies courses (including History 12, Geography 12, Law 12, World Religions 12, Genocide Studies 12, BC First Peoples 12, Social Justice 12, etc.) including provincial resource sets.
2. Apply the principles of critical, historical, and geographic thinking for designing learning activities in social studies.
3. Describe tenets of inquiry-based instruction.
4. Apply methods used to teach research skills related to teaching content in this area.
5. Plan lessons and units.
6. Demonstrate the use of teaching via a content-led approach in senior-level secondary social studies subjects.
7. Integrate the use of information technology in geography and history.
8. Create a wide variety of assessment tools specific to senior-level secondary social studies, within the context of diverse learning needs.
9. Integrate Indigenous content, resources, and pedagogies when designing social studies units.
10. Design social studies units that address issues of equity, diversity, anti-racism, anti-oppression, and inclusion.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignments: unit plans (40%), critical challenge development (20%), group presentation (20%), in class teaching (20%)

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	Case, R., & Clark, P.	The Canadian anthology of social studies: issues and strategies for secondary teachers. Pacific Educational Press	2016
2.	Textbook	Case, R., & Denos, M	Teaching historical thinking 2nd Edition. Pacific Educational Press	2014
3.	Online resource	Ministry of Education.	BC social studies curriculum	2021
4.				
5.				

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

Course Content and Topics

- Teaching for deep understanding
- Critical, historical, and geographical thinking
- Planning and assessment
- Global education, anti-racist education, environmental education
- Social justice, social action, anti-racism, anti-oppression, equity, diversity, and inclusion
- Law, economics, government
- Anthropology and archeology
- Indigenous perspectives
- Asian studies
- The Holocaust and other genocides
- Canada's colonial history
- World religions

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Teacher Education, Department Head

Date: February 2023

Subject: Proposal for revision of EDUC 437A: Designs for Learning Secondary Science (Biology, Earth Science), including number change to EDUC 457

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 our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:

   - Conform to the new official course outline form as per UEC;
   - Ensure EDID (equity, diversity, inclusion, and decolonization) was referenced in the learning outcomes, course content, and course description;
   - Update course materials; and,
   - Ensure that current trends and research were represented.

   In addition, both graduates and the internal and external review teams noticed a discrepancy with the secondary methods courses.

   - Secondary science methods: one course at 3 credits and two courses at 1.5 credits for a total of 6 credits.
   - Secondary language arts methods: one course at 3 credits and one at 1.5 credits for a total of 4.5 credits.

- Secondary social studies methods: one course at 3 credits and one at 1.5 credits for a total of 4.5 credits.
- Secondary math methods: once course at 3 credits.

This was part of the original design of the program because there were many more courses in science than math. With the K to 12 curriculum redesign in 2015-2016, that is no longer the case. The recommendation was to have one of the 1.5 courses dedicated to science be altered to mathematics. The result would have all four subject areas receiving the same amount of class time (4.5 credits). We checked in with Awneet Sivia who taught all the science methods since the start of the program to see if this reduction would be harmful to the development of science knowledge and skills for teacher candidates and she said "no." As such we are changing EDUC 437A to "Investigations into secondary science."

Note: *During the approval process, it was proposed that this course become EDUC 457.*

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 were no substantial changes beyond removing specific science subjects as all four areas of science would now be included. The learning outcomes continue to include outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

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).

   - As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.

- This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

   - This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

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

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: May 2013
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: EDUC 457	**Number of Credits:** 1.5 Course credit policy (105)
Course Full Title: Investigations into Secondary Science **Course Short Title:** Secondary Science	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

This course provides pedagogical concepts and skills necessary for effective teaching of secondary science courses (emphases on grades 11 and 12). Problem-oriented science, science instructional models, environmental science, and integrating Indigenous science are emphasized.

Note: Students with credit for EDUC 437A cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Education and EDUC 436.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **EDUC 437A**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	10
Tutorials/workshops	10
Supervised laboratory hours (science lab)	3
Total hours	**23**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connected to practicum

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	December 2, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Critically analyze content, resources, and strategies found in the B.C. secondary science curriculum that focus on students in grades 11- 12.
2. Apply constructivist learning theory for designing learning activities in secondary science, with emphasis on the senior secondary grades in biology and Earth and space science (grades 11- 12).
3. Explain connections between the Nature of Science (NoS), science content, and science teaching using theories such as Pedagogical Content Knowledge.
4. Develop activities in the secondary science curriculum consistent with big ideas, content, and curricular competencies.
5. Teach science activities in biology, Earth science, and environmental science in a community setting.
6. Create a short sequence of lessons in science using inquiry, science instructional models, and direct instruction.
7. Demonstrate safe practices in classroom, laboratory, and field settings. Justify use of safe practices in classroom, laboratory, and field settings.
8. Integrate the use of information technology in science lessons.
9. Design assessment tools in relation to science curricula for diverse learners.
10. Accurately reference content and major concepts necessary for teaching science courses in a B.C. secondary school.
11. Integrate the use of Indigenous pedagogies, content, and resources into the teaching of science.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignments: lesson plans (30%), in class teaching (30%), inquiry (20%), reflection (20%)

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.	Online resource	Ministry of Education	BC Science Curricuum	2021
2.	Textbook	E. Pedretti and K. Bellomo	Explorations in Secondary School Science: Practice and Theory. Pearson.	2014
3.				
4.				
5.				

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

Science curriculum kits

Course Content and Topics

- How constructivist learning theory influences classroom practice
- The nature of science and learning in science
- Pupil's conceptions in science and implications for citizenship
- Inquiry teaching, models, and strategies for science learning
- Direct instruction, science instructional models, inquiry learning, and strategies for science learning
- Information technology to promote science learning
- Basics of safety in the classroom, laboratory, and field
- The local community as a location for science and stewardship activities
- Lesson planning and unit planning
- Using a range of on-going assessment strategies for science activities
- Equity, diversity and inclusion issues in science teaching
- B.C. secondary science curriculum
- Application of science into other subject areas, including social studies, mathematics, health, consumerism, community planning, etc.
- Resources available for science teaching (e.g., Project Wild, Streamkeepers, etc.)
- Indigenous resources, pedagogies, and content related to science teaching

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Teacher Education, Department Head

Date: February 2023

Subject: ~~**Proposal for revision of EDUC 437B: Designs for Learning Secondary Science (Physics, Chemistry)**~~ **New course EDUC 458, discontinuation of EDUC 437B**

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 our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:

   - Conform to the new official course outline form as per UEC;
   - Ensure EDID (equity, diversity, inclusion, and decolonization) was referenced in the learning outcomes, course content, and course description;
   - Update course materials; and,
   - Ensure that current trends and research were represented.

   In addition, both graduates and the internal and external review teams noticed a discrepancy with the secondary methods courses.

   - Secondary science methods: one course at 3 credits and two courses at 1.5 credits for a total of 6 credits.
   - Secondary language arts methods: one course at 3 credits and one at 1.5 credits for a total of 4.5 credits.

- Secondary social studies methods: one course at 3 credits and one at 1.5 credits for a total of 4.5 credits.
- Secondary math methods: one course at 3 credits.

This was part of the original design of the program because there were many more courses in science than math. With the K to 12 curriculum redesign in 2015-2016, that is no longer the case. The recommendation was to have one of the 1.5 courses dedicated to science be altered to mathematics. The result would have all four subject areas receiving the same amount of class time (4.5 credits). We checked in with Awneet Sivia who taught all the science methods since the start of the program to see if this reduction would be harmful to the development of science knowledge and skills for teacher candidates and she said "no." As such we are ~~changing~~ discontinuing EDUC 437B ~~to~~and creating EDUC 458, "Investigations into secondary mathematics" as a new 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):

   As this course is being changed from science to mathematics, there were substantial changes. However, the learning outcomes continue to include outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

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).

   - As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
   - This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

    - This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

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.
   No

9. Estimate of the typical costs for this course, including textbooks and other materials:
   $30 - 100

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 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.

Course Code and Number: EDUC 458	**Number of Credits:** 1 Course credit policy (105)
Course Full Title: Investigations into Secondary Mathematics **Course Short Title:** Secondary Mathematics	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Builds on pedagogical concepts and skills necessary for the effective teaching of secondary mathematics using the B.C. Ministry of Education curriculum, with an emphasis on unit planning that involves mathematical reasoning, conceptual understanding, problem solving, and communication. Connections among topics, representations, and the broader contexts in which they are situated will be explored. Indigenous resources, pedagogies, and content will be included, with an examination of how mathematics can be used to address equity, diversity, and inclusion issues.

Prerequisites (or NONE):	Admission to the Bachelor of Education and EDUC 435.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	8
Tutorials/workshops	14
Total hours	**22**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connected to practicum

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	December 2, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Apply strategies found in the B.C curriculum for various mathematics courses taught at the secondary level.
2. Apply constructivist learning theory for designing learning activities in secondary mathematics that foster mathematical reasoning, conceptual understanding, problem solving, and communication.
3. Investigate connections among topics, representations, and the broader contexts in which they are situated (e.g., mathematical, historical, socio-cultural).
4. Design a unit plan in mathematics, including activities that engage pupils in cooperative learning, critical thinking, and an awareness of the contextual and socio-cultural nature of mathematics and its applications.
5. Use strategies for on-going assessment for pupils' understanding of content, skills, and problem solving, addressing a wide variety of student's learning needs.
6. Integrate mathematics with curriculum activities (e.g., in science, social studies) as possible.
7. Integrate Indigenous resources, content, and pedagogy into lesson plans.
8. Utilize the teaching of mathematical concepts to address issues related to equity, diversity, and inclusion.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignments: unit plan (40%), in class teaching (40%), group presentation (20%).

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	Liljedahl	Building Thinking Classrooms in Mathematics: Grades K - 12	2020
2.	Online resource	Ministry of Education	BC's Curriculum: Mathematics	2021
3.				
4.				
5.				

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

Course Content and Topics

- How constructivist learning theory influences classroom practice
- Connections among topics, representations, and the broader contexts in which they are situated (e.g., mathematical, historical, socio-cultural).
- Use of manipulatives or representations, activities, and strategies to promote mathematical reasoning, understanding, and problem solving
- Cooperative learning and group work strategies for student engagement
- Application of mathematics into other subject areas, such as science and social studies, to show its relevancy
- Unit planning in mathematics
- B.C. Secondary Mathematics Curriculum for various courses taught in the standard secondary school
- Using a range of on-going assessment strategies for mathematics activities
- Indigenous resources, pedagogies, and content available for the teaching of mathematics
- Utilizing mathematics to address issues related to equity, diversity, and inclusion

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 460: Governance and reform in public education

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

- 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:

- Rationale for change:

  As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
  - Conform to the new official course outline form as per UEC;
  - Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
  - Update course materials; and,
  - Ensure that current trends and research were represented.

  Feedback from our internal and external program review recognized that more time was needed to focus on diverse student needs (e.g., inclusive and special education) including mental health and trauma informed practices. These are quickly becoming priorities in education. Graduate feedback from students indicated that the two credits for the governance course was an ineffective use of time. They felt that, between EDUC 410's (Schooling in a diverse society) focus on an interrogation of school systems in relation to public education and the creation of mentoring programs in schools, less time was needed for this course. Both the internal and external program review teams were in agreement with this change. As such, we are reducing this course credit to one (from two) and

moving credit to courses on inclusive and special education. Given this change, the course title will also change: **EDUC 460: Reform in education.**

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 were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

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

  No.

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

  None.

- 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).
  - As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
  - This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

- How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
  - This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

- 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.
  - Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

- Estimate of the typical costs for this course, including textbooks and other materials:
  $30 – 100 depending on texts.

CWC comment and response:

- This is a lot of content to cover in a 1-credit course. In particular, will it be possible to design and deliver a professional learning day for all teacher candidates (learning outcome #4 and evaluation) in 15 hours? UEC may have some concerns.

  As this course has gone from 2 credits to 1 credit, we removed four outcomes and added in only two. The professional learning conference is based on lessons they delivered during long practicum…so not something from scratch, but a sharing of practices. In the field, these are referred to as professional learning conferences. Again, these are post degree students at the end of their program making these learning outcomes doable in this period of time.

  For the ProD day, students work in groups of three or four. They choose a pedagogy/strategy/ activity they utilized during their EDUC 492 practicum and design a 1hr presentation. This creates a 'schedule' for the day. Students then sign up for the sessions they would like that day. The department provides food and snacks for this day of celebration.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2008
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: EDUC 460	**Number of Credits:** 1 Course credit policy (105)
Course Full Title: Reform in Education **Course Short Title:** Reform in Education	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Examines challenges emerging from historical and ongoing strategies for reform of the K-12 education system in B.C. Examines current educational issues in relation to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization. Provides teacher candidates with the opportunity to participate in and deliver professional learning opportunities.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	5
Tutorials/workshops	10
Total hours	**15**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connected to practicum

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Identify the role of the major stakeholders in public education.
2. Critically examine traditional and contemporary issues in education in BC from a variety of perspectives.
3. Examine current issues in education with regards to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization.
4. Deliver a professional learning day for all teacher candidates in relation to key learnings from the program year.

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

Assignments:	50%	Project:	50%		%
	%		%		%

Details:

It is important to note that this course is only one credit. Assignments: inquiry (50%), Project (50%) involves designing and delivering professional learning day.

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	Fleming, T	Worlds apart, British Columbia schools; Politics and labour relations before and after 1972. Bendall Books	2011
2.				
3.				
4.				
5.				

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

Course Content and Topics

- History of public education in B.C. (including School Acts, Teacher Profession Act, and First Nation School Act)
- Stakeholders in B.C. education system
- Debate issues in education (e.g., private versus public funding, religion in education, homophobia in schools, funding for alternative schools, control of the TRB, teachers and disciplinary action)
- Connect issues in education to learning strategies to support equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in classrooms
- Deliver professional learning day

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Teacher Education, Department Head

Date: August 10th, 2022

Subject: Proposal for revision of EDUC 492: Integration of knowledge and practice (Practicum 2)

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 our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. Based on feedback from graduates, as well as the recommendation of both the internal and external program review committees, we are changing EDUC 492 to offer it as EDUC 492A and 492B. Both reviews made a strong argument for moving content/courses earlier in the program (Fall) so that teacher candidates could use what they learned in practicum. This moved the final practicum (Practicum 2) later in the year. Currently, EDUC 492 runs from mid-March until mid-May (overlapping with the Spring calendar, but students pay for it as part of their winter term). Program changes would involve having the practicum run from the beginning of April until the end of May. This puts it substantially further into the Spring term.

   In addition, by moving some courses earlier, the Spring term will go from having six or seven credits to having only three credits, making teacher candidates ineligible for bursaries, grants, or student loans during this term. As such, we will be offering EDUC 492 as EDUC 492A (to be run in the Winter term) and EDUC 492B (to be run in the Spring term). This will ensure that the Spring term has a total of six credits. Permission for this change was granted by the BC Teachers' Council. There are no changes in credits as EDUC 492 was 12 credits and EDUC A and EDUC B are 6 credits each.

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): N/A

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

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

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). N/A

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? N/A

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: N/A

CWC comments and responses:

- Has consultation with local school districts taken place to confirm that changing the time frame will be acceptable?
  Consultation with local school districts is not a problem: they were informed as part of our district advisory board…and they were also a part of our external review. They are fine with it. The important group was the BC Teacher's Council as they are our external certifying body. They felt this was an excellent solution.

- Has OReg been consulted regarding the implications of changing to an A/B format?
  Yes, OReg said that A/B was the right way to go. This matches other courses they have.

- Learning outcomes: suggest varying verbs from "demonstrate". In particular, "demonstrate knowledge" (outcomes 7 and 8) should be changed to more measurable verbs.
  No, we can not change these. It is important to remember than students are actually in practicum teaching students. They are actually demonstrating knowledge of…. These are the correct verbs and is measurable by mentors completing observations.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2007
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: EDUC 492	**Number of Credits:** 12 Course credit policy (105)
Course Full Title: Integration of Knowledge and Practice **Course Short Title:** Long Practicum	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

This 12-week practicum occurs in a classroom environment working with a teacher and faculty mentor. Teacher candidates begin teaching in the first week and will gradually take on more teaching duties, until full immersion at 80%. This workload will gradually decrease after a minimum of six weeks at full immersion.

Note: This course is offered as EDUC 492A and EDUC 492B. Students must successfully pass both with no breaks in between, as per B.C. Teachers' Council regulation.

Prerequisites (or NONE):	Admission to the Bachelor of Education and EDUC 490.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Practicum	300
Total hours	**300**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Credit/No Credit**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 32**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connection to practicum

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	December 2, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Demonstrate continued professional behavior of a teacher.
2. Demonstrate strong connection with students.
3. Demonstrate the development of effective classroom management and culture.
4. Demonstrate ongoing reflective practice.
5. Demonstrate a willingness to accept feedback from others and to put that feedback into practice.
6. Demonstrate a clear and observable vision that one can achieve as an educator.
7. Demonstrate knowledge of school students.
8. Demonstrate knowledge of BC curriculum content.
9. Demonstrate effective communication with school students.
10. Demonstrate effective teaching practices.
11. Demonstrate valid and reliable assessment and evaluation practices.
12. Demonstrate inclusive and individualized teaching.
13. Demonstrate working respectfully with parents.
14. Demonstrate participating in the school culture and community.

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

Practicum:	100%	%	%
	%	%	%

Details:

Practicum: Teacher candidates complete a self-assessment on the 14 goals providing evidence on how they are certification ready; teacher mentor and faculty mentor write their own evaluation of the candidate on the 14 goals recommending them for certification.

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.	Online resource	UFV Teacher Education Department	Bachelor of Education Handbook	New each year
2.	Online resource	Ministry of Education	BC Curriculum	2021
3.				
4.				
5.				

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

Course Content and Topics

Teacher candidates will be individually placed and will work with both the teacher mentor and faculty mentor to complete the following:

- Observing pupils, classroom, and school routines
- Implementing effective classroom and school routines
- Designing coherent and clear unit plans that aim to be equitable and inclusive, meet diverse learner needs, and work to decolonize the classroom and curriculum
- Designing of lesson plans and unit plans
- Implementing effective teaching strategies
- Applying acceptable principles of assessment, evaluation, and reporting
- Proactive organization and classroom management for teaching whole classes
- Complete both a midterm and final self-assessment against the 14 problem goals to provide evidence of progress

Memo for Program Changes

To: FECHDCC/UEC

From: Sheryl MacMath, TED

Date: August 12th, 2022

Subject: Program change for Bachelor of Education

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

☐ Program revision that requires new resources
☒ Addition of new course options or deletion or substitution of a required course
☐ Change to the majority of courses in an approved program
☐ Change to the duration, philosophy, or direction of a program
☐ Addition of a new field of specialization, such as a concentration
X Change in requirements for admission
☐ Change in requirements for residency or continuance
☐ Change in admission quotas
☐ Change which triggers an external review
☐ Deletion of a program not included in the Program Discontinuance policy
☐ Other – Please specify:

2. Rationale for change(s):

TED just successfully completed both an internal and external (BC Teachers' Council) program reviews. The key changes recommended from these reviews are as follows:

- Improve the methods courses for literacy to ensure elementary teachers are ready to teach the foundational skills of reading and writing.
- Build teacher candidate skills in relation to classroom management, behaviour support, and trauma-informed practices.
- Given the focus on technology in the classroom in EDUC 446, remove EDUC 441 (online learning) from the secondary program.
- For secondary math/science teacher candidates, increase the number of credits in math methods (decreasing science methods).

Given that the current program is a total of 55 credits in 10.5 months, it is not possible to simply add credits to the program. Consequently, we are seeking to make course and programmatic changes to UFV's BEd program.

The programmatic changes we are seeking approval for are:

- Elementary Program
    - Deletion of EDUC 453 (Literacy across the curriculum, 1 credit) in the Spring term. Move that 1 credit into the Fall term making EDUC 420 (Designs for learning elementary language arts) a total of 4 credits (instead of 3).

- Secondary Program
    - Currently there are two courses for the language arts (4.5 credits in total) and social studies (4.5 credits in total) methods. There are three courses for science (6.0 credits in total) methods; however, there is only one course for math methods (3.0 credits in total). Therefore, change EDUC 437B (currently, designs for teaching secondary science: physics and chemistry) into EDUC 437B (Investigations into secondary mathematics).
    - Increasing time for classroom management requires the creation of a new course (EDUC 443: Creating positive environments for learning in secondary classrooms, 2 credits). This requires a new course as EDUC 444 will remain 1 credit for elementary. Deletion of EDUC 441 (Online learning) in the Spring term to provide this increase of one to two credits for classroom management.
- For both Elementary and Secondary Programs
    - Increase EDUC 412 (Introduction to inclusive and special education in elementary and middle school, 3 credits) and EDUC 413 (Introduction to inclusive and special education in secondary school, 3 credits) by 1 credit each. Decrease EDUC 460 (Reform in education, 2 credits) to 1 credit in the Spring.
    - The changes above are moving several credits earlier in the program; graduates want more front loading of courses prior to practicum. However, this triggers challenges with course credits in each of the three terms and whether students are eligible for scholarships/bursaries/loans. As a result, a few courses need to be moved from the Fall to the Winter term.
    - The biggest challenge is that, with these changes, the long practicum (EDUC 492: Integration of knowledge and practice) is a mandatory consecutive 12 weeks required for certification. It currently runs from the middle of February to the middle of May. These changes will move it so it starts the beginning of March and runs until the end of May. In addition, these changes result in only 3 credits total for the Spring term making students ineligible for funding supports. Consequently, we seek to delete EDUC 492 and replace it with EDUC 492A (Integration of knowledge and practice I) for 6 credits (and 6 weeks) to be paid in the Winter term and EDUC 492B (Integration of knowledge and practice II) for 6 credits (and six weeks) to be paid in the Spring term. This brings the total to 9 credits for the Spring term.

To make these changes clear, I have attached a graphic organizer comparing the current with the proposed program. These changes would be made to the program outline section of the academic calendar (no other part of the academic calendar would change).

In addition, in June 2022, the BC Teachers' Council revised the Language Proficiency section of the teacher certification standards. These apply to teacher applicants who hold degrees from countries where English is not the official language of instruction. Currently, the admission requirements to the BEd include a higher language proficiency requirement specific for applicants with completed degrees from countries where English is not the official language of instruction. As this requirement

has now been lowered as part of the teacher certification standards, we wish to remove this English requirement, and default back to the minimum required by UFV policy #99.

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

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

   As part of these reviews all course outlines were revised and updated. Indigenizing the curriculum is referenced in all course descriptions, learning outcomes, and course content. This is not addressed in this memo as this deals with overall programmatic changes rather than individual courses. In addition, we continue to include EDUC 447 (Indigenous education and BC schools) in the program.

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

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

   Students will have their tuition fees spread out more between the Winter and Spring term.

   These changes will remove an additional requirement for applicants with degrees from other countries to submit a specific TOEFL or IELTS score higher than what is required through policy #99.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

    This is not applicable as no changes to the budget will occur, we remain at 55 credits with the same faculty needs. There are no budgetary implications for the prerequisite change either.

Overall BEd Program Changes

Elementary

Current (2022-2023)	Proposed (2023-2024)
Fall Term (mid August – end of December)	
➢ EDUC 410: Education in a diverse society (3cr) ➢ EDUC 412: Introduction to development and special learning needs (3cr) ➢ EDUC 420: Designs for learning elementary language arts (3cr) ➢ EDUC 424: Designs for learning elementary mathematics (3cr) ➢ EDUC 425: Designs for learning elementary physical and health education (1cr) ➢ EDUC 444: Classroom management (1cr) ➢ EDUC 445: Lesson planning and assessment (2cr) ➢ EDUC 446: The role of technology in education (1cr) ➢ EDUC 447: Indigenous education and BC schools (3cr) ➢ EDUC 448: Conflict resolution in schools (1cr) ➢ EDUC 490: School experience (five week practicum I) (6cr) ➢ EDUC 495A: Applications of reflective practice (0.5cr) Total credits: 27.5	➢ EDUC 410: Education in a diverse society (3cr) ➢ EDUC 412: Introduction to inclusive and special education in elementary and middle schools (4cr) ➢ EDUC 420: Designs for learning elementary language arts (4cr) ➢ EDUC 424: Designs for learning elementary mathematics (3cr) ➢ EDUC 444: Creating positive environments for learning in elementary classrooms (1cr) ➢ EDUC 445: Lesson planning and assessment (2cr) ➢ EDUC 446: The role of technology in education (1cr) ➢ EDUC 447: Indigenous education and BC schools (3cr) ➢ EDUC 490: School experience (five week practicum I) (6cr) ➢ EDUC 495A: Applications of reflective practice (0.5cr) Total credits: 27.5

Winter Term (beginning of January – end of April	
➢ EDUC 421: Designs for learning elementary social studies (2cr) ➢ EDUC 422: Designs for learning elementary fine arts (1cr) ➢ EDUC 423: Designs for learning elementary science (2cr) ➢ EDUC 450: Second language learning in classroom practice (2cr) ➢ EDUC 452: Unit planning, assessment, evaluation, and reporting (2cr) ➢ EDUC 492: Integration of knowledge and practice (twelve weeks, practicum II) (12cr) ➢ EDUC 495B: Applications of reflective practice II (0.5cr) Total credits: 21.5	➢ EDUC 448: Conflict resolution in schools (1cr) ➢ EDUC 425: Designs for learning elementary physical and health education (1cr) ➢ EDUC 421: Designs for learning elementary social studies (2cr) ➢ EDUC 422: Designs for learning elementary fine arts (1cr) ➢ EDUC 423: Designs for learning elementary science (2cr) ➢ EDUC 450: Language teaching and learning in a plurilingual society (2cr) ➢ EDUC 452: Unit planning, assessment, evaluation, and reporting (2cr) ➢ EDUC 454: Supporting students with diverse learning needs (1cr) ➢ EDUC 492A: Integration of knowledge and practice (six weeks) (6cr) [1] ➢ EDUC 495B: Applications of reflective practice II (0.5cr) Total credits: 18.5
Spring (beginning of May to end of June)	
➢ EDUC 442: Introduction to action research (1cr) ➢ EDUC 453: Literacy across the curriculum (1cr) ➢ EDUC 454: Mental health and special learning needs in schools (1cr)	➢ EDUC 492B: Integration of knowledge and practice (six weeks) (6cr) ➢ EDUC 442: Introduction to action research (1cr)

[1] EDUC 492A and EDUC 492B must both be successfully completed consecutively. If EDUC 492A is completed successfully, but EDUC 492B is not, both must be retaken.

➢ EDUC 460: Governance and reform in public education (2cr) ➢ EDUC 495C: Applications of reflective practice III (1cr) Total credits: 6	➢ ~~EDUC 453: Literacy across the curriculum (1cr)~~ ➢ EDUC 460: Reform in public education (1cr) ➢ EDUC 495C: Applications of reflective practice III (1cr) Total credits: 9
Total Program Credits: 55	Total Program Credits: 55

Secondary (Humanities)

Current (2022-2023)	**Proposed (2023-2024)**
Fall Term (mid August – end of December)	
➢ EDUC 410: Education in a diverse society (3cr) ➢ EDUC 413: Adolescent development and special education (3cr) ➢ EDUC 431: Designs for learning general language arts (3cr) ➢ EDUC 432: Designs for learning general social studies (3cr) ➢ EDUC 440: Professional communication in schools (1cr) ➢ EDUC 444: Classroom management (1cr) ➢ EDUC 445: Lesson planning and assessment (2cr) ➢ EDUC 446: The role of technology in education (1cr) ➢ EDUC 447: Indigenous education and BC schools (3cr) ➢ EDUC 448: Conflict resolution in schools (1cr) ➢ EDUC 490: School experience (five week practicum I) (6cr) ➢ EDUC 495A: Applications of reflective practice (0.5cr) Total credits: 27.5	➢ EDUC 410: Education in a diverse society (3cr) ➢ EDUC 413: Introduction to inclusive and special education in secondary schools (4cr) ➢ EDUC 431: Designs for learning secondary language arts (3cr) ➢ EDUC 432: Designs for learning secondary social studies (3cr) ➢ EDUC 443: Creating positive environments for learning in secondary classrooms (2cr) ➢ EDUC 445: Lesson planning and assessment (2cr) ➢ EDUC 446: The role of technology in education (1cr) ➢ EDUC 447: Indigenous education and BC schools (3cr) ➢ EDUC 490: School experience (five week practicum I) (6cr) ➢ EDUC 495A: Applications of reflective practice (0.5cr) Total credits: 27.5

Winter Term (beginning of January – end of April	
➢ EDUC 434A: Investigations into secondary social studies (1.5cr) ➢ EDUC 434B: Investigations into secondary language arts (1.5cr) ➢ EDUC 450: Second language learning in classroom practice (2cr) ➢ EDUC 452: Unit planning, assessment, evaluation, and reporting (2cr) ➢ EDUC 492: Integration of knowledge and practice (twelve weeks, practicum II) (12cr) ➢ EDUC 495B: Applications of reflective practice II (0.5cr) Total credits: 21.5	➢ EDUC 440: Professional communication in schools (1cr) ➢ EDUC 448: Conflict resolution in schools (1cr) ➢ EDUC 434A: Investigations into secondary social studies (1.5cr) ➢ EDUC 434B: Investigations into secondary language arts (1.5cr) ➢ EDUC 450: Language teaching and learning in a plurilingual society (2cr) ➢ EDUC 452: Unit planning, assessment, evaluation, and reporting (2cr) ➢ EDUC 454: Supporting students with diverse learning needs (1cr) ➢ EDUC 492A: Integration of knowledge and practice (six weeks) (6cr)[2] ➢ EDUC 495B: Applications of reflective practice II (0.5cr) Total credits: 18.5
Spring (beginning of May to end of June)	
➢ EDUC 441: Designs for learning online instruction ➢ EDUC 442: Introduction to action research (1cr) ➢ EDUC 454: Mental health and special learning needs in schools (1cr) ➢ EDUC 460: Governance and reform in public education (2cr) ➢ EDUC 495C: Applications of reflective practice III (1cr) Total credits: 6	➢ EDUC 492B: Integration of knowledge and practice (six weeks) (6cr) ➢ EDUC 442: Introduction to action research (1cr) ➢ ~~EDUC 441: Designs for learning online instruction~~ ➢ EDUC 460: Reform in education (1cr) ➢ EDUC 495C: Applications of reflective practice III (1cr) Total credits: 9
Total Program Credits: 55	Total Program Credits: 55

[2] EDUC 492A and EDUC 492B must both be successfully completed consecutively. If EDUC 492A is completed successfully, but EDUC 492B is not, both must be retaken.

Secondary (Math/Science)

Current (2022-2023)	Proposed (2023-2024)
Fall Term (mid August – end of December)	
➢ EDUC 410: Education in a diverse society (3cr) ➢ EDUC 413: Adolescent development and special education (3cr) ➢ EDUC 435: Designs for learning secondary math (3cr) ➢ EDUC 436: Designs for learning general science (3cr) ➢ EDUC 440: Professional communication in schools (1cr) ➢ EDUC 444: Classroom management (1cr) ➢ EDUC 445: Lesson planning and assessment (2cr) ➢ EDUC 446: The role of technology in education (1cr) ➢ EDUC 447: Indigenous education and BC schools (3cr) ➢ EDUC 448: Conflict resolution in schools (1cr) ➢ EDUC 490: School experience (five week practicum I) (6cr) ➢ EDUC 495A: Applications of reflective practice (0.5cr) Total credits: 27.5	➢ EDUC 410: Education in a diverse society (3cr) ➢ EDUC 413: Introduction to inclusive and special education in secondary schools (4cr) ➢ EDUC 435: Designs for learning secondary math (3cr) ➢ EDUC 436: Designs for learning secondary science (3cr) ➢ EDUC 443: Creating positive environments for learning in secondary classrooms (2cr) ➢ EDUC 445: Lesson planning and assessment (2cr) ➢ EDUC 446: The role of technology in education (1cr) ➢ EDUC 447: Indigenous education and BC schools (3cr) ➢ EDUC 490: School experience (five week practicum I) (6cr) ➢ EDUC 495A: Applications of reflective practice (0.5cr) Total credits: 27.5
Winter (beginning of January – end of April	
➢ EDUC 434A: Investigations into secondary science (biology/earth science) (1.5cr) ➢ EDUC 434B: Investigations into secondary science (physics/chemistry) (1.5cr) ➢ EDUC 450: Second language learning in classroom practice (2cr) ➢ EDUC 452: Unit planning, assessment, evaluation, and reporting (2cr) ➢ EDUC 492: Integration of knowledge and practice (twelve weeks, practicum II) (12cr)	➢ EDUC 440: Professional communication in schools (1cr) ➢ EDUC 448: Conflict resolution in schools (1cr) ➢ EDUC 434A: Investigations into secondary science (1.5c. ➢ EDUC 434B: Investigations into secondary mathematics (1.5cr) ➢ EDUC 450: Language teaching and learning in a plurilingual society (2cr) ➢ EDUC 452: Unit planning, assessment, evaluation, and reporting (2cr) ➢ EDUC 454: Supporting students with diverse learning needs (1cr)

➢ EDUC 495B: Applications of reflective practice II (0.5cr) Total credits: 21.5	➢ EDUC 492A: Integration of knowledge and practice (six weeks) (6cr)[3] ➢ EDUC 495B: Applications of reflective practice II (0.5cr) Total credits: 18.5
Spring (beginning of May to end of June)	
➢ EDUC 441: Designs for learning online instruction ➢ EDUC 442: Introduction to action research (1cr) ➢ EDUC 454: Mental health and special learning needs in schools (1cr) ➢ EDUC 460: Governance and reform in public education (2cr) ➢ EDUC 495C: Applications of reflective practice III (1cr) Total credits: 6	➢ EDUC 492B: Integration of knowledge and practice (six weeks) (6cr) ➢ EDUC 442: Introduction to action research (1cr) ➢ ~~EDUC 441: Designs for learning online instruction~~ ➢ EDUC 460: Reform in education (1cr) ➢ EDUC 495C: Applications of reflective practice III (1cr) Total credits: 9
Total Program Credits: 55	Total Program Credits: 55

[3] EDUC 492A and EDUC 492B must both be successfully completed consecutively. If EDUC 492A is completed successfully, but EDUC 492B is not, both must be retaken.

Bachelor of Education

Other entrance requirements *(both Elementary/Middle and Secondary options)*

5. English language requirement: All applicants must meet the Degree-level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar. ~~All BEd students are required to read, write, and speak at an advanced level of English; therefore, in addition to the general admission requirements, applicants must demonstrate the minimum level of English required of a certified K-12 teacher in B.C. prior to being considered for admission into the BEd. If the applicant's previous education is from a recognized university in a country where English is not the official language of instruction, they will need to achieve the competence standard indicated by either of the tests of English language proficiency (TOEFL or IELTS) that are officially recognized by the B.C. Ministry of Education:~~

~~1. TOEFL iBT: a score of 98 with a minimum of 23 on reading, 23 on listening, 27 on speaking and 25 on writing.~~
~~2. IELTS Academic: overall band score of 6.5 with no band below 6 and with a minimum of 7 on the speaking and writing bands.~~

...

Program outline (Elementary/Middle option)

This is the suggested order and sequence of courses taken by all students within the cohort model.

Semester I (mid-August to December)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 412	Introduction to ~~Development and Special Learning Needs~~inclusive and special education in elementary and middle schools	~~3~~4
EDUC 420	Designs for Learning Elementary English Language Arts	~~3~~4
EDUC 424	Designs for Learning Elementary Mathematics	3
~~EDUC 425~~	~~Designs for Learning Elementary Physical Education~~	~~1~~
EDUC 444	~~Classroom Management Strategies~~Creating positive environments for learning in elementary classrooms	1
EDUC 445	Lesson Planning and Assessment	2
EDUC 446	Information Technology in Teaching	1
EDUC 447	Indigenous education in education	3

~~EDUC 448~~	~~Conflict Resolution in Schools~~	~~1~~
EDUC 490	School Experience (Practicum I)	6
EDUC 495A	Applications of Reflective Practice I	0.5

Semester II (January to April)

Course	Title	Credits
EDUC 448	Conflict Resolution in Schools	1
EDUC 421	Designs for Learning Elementary Social Studies	2
EDUC 425	Designs for Learning Elementary Physical and Health Education	1
EDUC 422	Designs for Learning Elementary Fine Arts	1
EDUC 423	Designs for Learning Elementary Science	2
EDUC 450	~~Second Language Learning in Classroom Practice~~Language teaching and learning in a plurilingual society	2
EDUC 452	Unit Planning, Assessment, Evaluation, and Reporting	2

EDUC 454	~~Mental Health and Special Learning Needs~~Supporting students with diverse learning needs	1
~~EDUC 492~~	~~Integration of Knowledge and Practice (Practicum II)~~	~~12~~
EDUC 492A	Integration of knowledge and practice I	6
EDUC 495B	Applications of Reflective Practice II	0.5

Semester III (May to June)

Course	Title	Credits
EDUC 492B	Integration of knowledge and practice II	6
EDUC 442	Introduction to Classroom Research	1
~~EDUC 453~~	~~Literacy Across the Curriculum~~	~~1~~
~~EDUC 454~~	~~Mental Health and Special Learning Needs~~	~~1~~
EDUC 460	~~Governance and~~ Reform in ~~Public~~ Education	~~2~~1
EDUC 495C	Applications of Reflective Practice III	1

Program outline (Secondary option)

This is the suggested order and sequence of courses taken by all students within the cohort model.

Humanities stream

Semester I (mid-August to December)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	Introduction to ~~Adolescent Development and Special Learning Needs~~Inclusive and special education in secondary schools	~~4~~3
EDUC 431	Designs for Learning ~~General~~secondary Language Arts	3
EDUC 432	Designs for Learning ~~General~~secondary Social Studies	3
~~EDUC 440~~	~~Professional Communication in Schools~~	~~1~~
EDUC 444	~~Classroom Management Strategies~~Creating positive environments for learning in secondary classrooms	~~1~~2
EDUC 445	Lesson Planning and Assessment	2
EDUC 446	Information Technology in Teaching	1

EDUC 447	Indigenous education and BC schools	3
~~EDUC 448~~	~~Conflict Resolution in Schools~~	~~1~~
EDUC 490	School Experience (Practicum I)	6
EDUC 495A	Applications of Reflective Practice I	0.5

Semester II (January to April)

Course	Title	Credits
EDUC ~~434A~~ 456	~~Designs for Learning Secondary History/Geography~~Investigations into secondary social studies	1.5
EDUC 440	Professional Communication in Schools	1
EDUC ~~434B~~ 455	~~Designs for Learning Secondary Language Arts~~Investigations into secondary language arts	1.5
EDUC 448	Conflict Resolution in Schools	1
EDUC 450	~~Second Language Learning in Classroom Practice~~Language teaching and learning in a plurilingual society	2
EDUC 454	~~Mental Health and Special Learning Needs~~Supporting students with diverse learning needs	1

EDUC 452	Unit Planning, Assessment, Evaluation, and Reporting	2
EDUC 492A	Integration of Knowledge and Practice I ~~(Practicum II)~~	6~~12~~
EDUC 495B	Applications of Reflective Practice II	0.5
EDUC 498	Special Topics in K–12 Education	2

Semester III (May to June)

Course	Title	Credits
~~EDUC 441~~	~~Online Teaching and Learning~~	~~1~~
EDUC 492B	Integration of knowledge and practice II	6
EDUC 442	Introduction to Classroom Research	1
~~EDUC 454~~	~~Mental Health and Special Learning Needs~~	~~1~~
EDUC 460	~~Governance and~~ Reform in ~~Public~~ Education	~~2~~1
EDUC 495C	Applications of Reflective Practice III	1

Math/Sciences stream

Semester I (mid-August to December)

Course	Title	Credits
EDUC 410	Schooling in a Diverse Society	3
EDUC 413	~~Introduction to Adolescent Development and Special Learning Needs~~Introduction to inclusive and special education in secondary schools	~~4~~3
EDUC 435	Designs for Learning Secondary Mathematics	3
EDUC 436	Designs for Learning ~~General~~secondary Science	3
~~EDUC 440~~	~~Professional Communication in Schools~~	~~1~~
EDUC 444	~~Classroom Management Strategies~~Creating positive environments for learning in secondary classrooms	2~~1~~
EDUC 445	Lesson Planning and Assessment	2
EDUC 446	Information Technology in Teaching	1
EDUC 447	Indigenous education in BC schools	3
~~EDUC 448~~	~~Conflict Resolution in Schools~~	~~1~~
EDUC 490	School Experience (Practicum I)	6

EDUC 495A	Applications of Reflective Practice I	0.5

Semester II (January to April)

Course	Title	Credits
EDUC ~~437A~~ 457	~~Designs for Learning Secondary Science (Biology/Earth Science Focus)~~Investigations into secondary science	1.5
EDUC 448	Conflict Resolution in Schools	1
EDUC 440	Professional Communication in Schools	1
EDUC ~~437B~~ 458	~~Designs for Learning Secondary Science (Chemistry/Physics Focus)~~Investigations into secondary mathematics	1.5
EDUC 450	~~Second Language Learning in Classroom Practice~~Language teaching and learning in a plurilingual society	2
EDUC 452	Unit Planning, Assessment, Evaluation, and Reporting	2
EDUC 454	~~Mental Health and Special Learning Needs~~Supporting students with diverse learning needs	1
EDUC 492A	Integration of Knowledge and Practice I ~~(Practicum II)~~	6~~12~~

EDUC 495B	Applications of Reflective Practice II	0.5
EDUC 498	Special Topics in K–12 Education	2

Semester III (May to June)

Course	Title	Credits
~~EDUC 441~~	~~Online Teaching and Learning~~	~~1~~
EDUC 492B	Integration of knowledge and practice II	6
EDUC 442	Introduction to Classroom Research	1
~~EDUC 454~~	~~Mental Health and Special Learning Needs~~	~~1~~
EDUC 460	~~Governance and~~ Reform in ~~Public~~ Education	1~~2~~
EDUC 495C	Applications of Reflective Practice III	1

Memo for Course Changes

To: Linda Pardy

From: Anna Cook, Department Chair, Philosophy

Date: November 28, 2022

Subject: PHIL 120 Changes

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:
   - PHIL 120 needed to be revised as part of the standard six-year review.
   - The calendar description has been modified to fit the new format.
   - The course outline reflects that PHIL 120 may be offered in multiple formats.

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):

   PHIL 120 meets many of the ILOs. It develops information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for most students—will be from outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it is focussed on developing capacities to

engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); and it integrates content and methods across all aspects of one's life (ILO #10).

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).

   The Philosophy department's commitment to indigenization is exemplified through the creation of a new requirement in non-Western philosophy (with many courses in Indigenous philosophy fulfilling the requirement). The course includes sources in global philosophy and Indigenous philosophy to highlight the fact that Western philosophy is but one philosophical tradition among many. The course invites students to critically investigate different theories of knowledge, personal identity and the nature of the self from various philosophical frameworks. The course highlights the value of inquiry as a communal and collaborative endeavour by offering opportunities for collaborative inquiry in assignments and in-class activities.

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

   This course offers a varied range of assignments to reflect students' different interests, needs and abilities.

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.
9. Estimate of the typical costs for this course, including textbooks and other materials: 50-100$ in books

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: December 1977
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 120	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Knowledge and Reality **Course Short Title:** Knowledge & Reality	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Introduces central issues in metaphysics and epistemology, such as free will, the nature of the mind and its relation to the body, personal identity, the relationship between language and thought, and the conditions for knowledge.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 prominent views on the relationship between mind and body (including the views of Western, global, Indigenous philosophies, historic, and contemporary authors).
2. Demonstrate respect and sensitivity in the context of personally meaningful and sometimes sensitive group discussions.
3. Provide a reasoned analysis of competing views about the conditions for knowledge.
4. Assess the challenge of determinism to the claim that we have free will.
5. Defend views about personal identity against alternatives.

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

Assignments:	100%	%	%
	%	%	%

Details:

Assignments may include:

- In-class participation/group work (10%)
- Reading reflections (15%)
- Argument reconstructions (15%)
- Two argumentative essays (60% - each worth 30%)

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	John Perry, Michael Bratman, and John Martin Fischer (eds)	*Introduction to Philosophy: Classical and Contemporary Readings*	2021
2.	OER book	Brian Barnett (ed)	*Introduction to Philosophy: Epistemology*	2021
3.	Textbook	Jan Westerhoff	*Nagarjuna's Madhyamaka: A Philosophical Introduction*	2009
4.	Textbook	Michael McKenna and Derk Pereboom	*Free Will: A Contemporary Introduction*	2014
5.	Article	Brian Yazzie Burkhart	*"What Coyote and Thales Can Teach Us"*	2004

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

Course Content and Topics

- Philosophical questions and philosophical methodologies
- The meaning of life
- The challenge of determinism for free will and moral responsibility
- Skepticism about the external world
- Analyses of knowledge (Western, global, Indigenous)
- Dualism, mind-brain identity theory, and functionalism
- Consciousness and the physical world
- Individual persistence over time
- Conceptions of the self
- Arguments for no-self

Memo for Course Changes

To: Linda Pardy

From: Anna Cook, Department Chair, Philosophy

Date: November 28, 2022

Subject: PHIL 210 Changes

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: PHIL 210 (Introduction to Political Philosophy) has been changed to separate the content of the previous PHIL 110: Introduction to Morality and Politics into two courses: PHIL 110 (Introduction to Ethics and Moral Problems) and PHIL 210 (Introduction to Political Philosophy). We have divided the course into two courses to do justice to two topics (ethics and political philosophy respectively). This change will help ensure that students get transfer credit for the course since most courses deal with each subject matter separably. The proposed changes will help us to align UFV with more common practice in North American Philosophy departments.

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 proposed changes are still aligned with the program learning outcomes; the changes are only with providing a greater emphasis on applied philosophy and indigenization (learning outcome #3).

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

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

6. 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).

There are opportunities throughout the course to critically investigate how Western political philosophy interacts with settler colonialism. The class draws on Indigenous scholars to critically evaluate Western political philosophy, such as social contract theory, and consider alternative understandings of justice, such as restorative justice.

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

The course content is guided by considerations of race, class, and gender in Western political philosophy. This course offers a varied range of assignments to reflect students' different needs and abilities.

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.
9. Estimate of the typical costs for this course, including textbooks and other materials: 50-100$ in books

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: November 1993
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 210	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Political Philosophy **Course Short Title:** Intro to Political Philosophy	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Introduces normative political philosophy, that is, theories about the moral foundations of politics. Evaluates political philosophy theories in terms of addressing contemporary problems, such as racial injustice, gendered violence, and settler colonialism.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Articulate core concepts, theories, and issues in political philosophy.
2. Interpret contemporary issues through the lens of political philosophy.
3. Analyze arguments in political philosophy from Western and Indigenous philosophical frameworks.
4. Apply political philosophical theories to contemporary problems.

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

Final exam:	30%	Assignments:	70%		%
	%		%		%

Details:

Assignments may include:

- Argumentative essays (50%)
- Options of reflection posts, class presentation, editorial assignment, video presentation, digital storytelling, or poster presentation (20%)

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	Steven Cahn	Political Philosophy: The Essential Texts	2014
2.	Textbook	Charles Mills	The Racial Contract	1997
3.	Textbook	Leanne Simpson	Dancing On Our Turtle's Back	2012
4.	OER book	Noah Levin	Political Philosophy Reader: An Open Education Resource	2017
5.				

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

Course Content and Topics

Unit 1:

- Introduction to normative political philosophy
- History of social contract theory (Hobbes, Locke, Rousseau)

Unit 2:

- Contemporary social contract theory and defining justice
- Feminist critiques of social contract theory

Unit 3:

- Social contract theory and race

Unit 4:

- Social contract theory and Indigenous resurgence

Memo for Course Changes

To: Linda Pardy

From: Anna Cook, Department Chair, Philosophy

Date: November 28, 2022

Subject: Proposal for revision of PHIL 240: Philosophy of Religion

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:
   a. We dropped the expression “faith & reason” from the title for simplicity.
   b. The major shift in learning outcomes responds to the traditional focus on western traditions (Judaism, Christianity, and Islam), in philosophy of religion courses, ignoring Asian, African, and Indigenous religious and spiritual traditions. There is no justification for this emphasis. Indeed, at UFV, PHIL 240 has always contained some elements of non-western religion. The revised course outline intends to make our commitment to global or multicultural philosophy explicit.

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):
   a. The revised learning outcomes fit better into the preferred UFV format.
   b. The revised learning outcomes reflect the global focus of the revised course.
   c. The course supports all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for most students—will be from outside their “home” culture (ILO #2); it will demand the proficient use of knowledge

and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it will clearly contribute to the understanding of diversity implicit in the ILO regarding collaborative leadership (ILO #7); PHIL 240 insists on ethical engagement with others, specifically those from other cultural backgrounds (ILO #8); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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

   N/A

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

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).

   In Philosophy of Religion, we learn diverse conceptions of ultimate reality and atheism, causing us to wake from our dogmatic slumbers (to ironically paraphrase Kant, who racially dismissed philosophy from outside Europe). We also learn new methods with which to think philosophically and express the outcomes of our thought. PHIL 240 is partly focussed on the anti-colonial and dialogical enterprise of broadening the problems, concepts, and solutions that philosophy can bring to individually and socially navigating contemporary life.

   Regarding the content and learning outcomes of PHIL 240, the focus on global philosophy is clearly relevant to the project of 'indigenizing our academy.' However, there are at least two ways in which indigenizing is more specifically involved.

   a. PHIL 240 encourages all students to recognize the traditional Indigenous communities in which we live and work. It recognizes the harm inflicted on Indigenous peoples through colonialism and encourages all students to recognize the actual and potential contributions to thought and practice by Indigenous ways of thinking.
   b. PHIL 240 encourages all students to enter dialogue with some Indigenous views. This entails understanding the points of view of others, and further incorporating these points of view in the development and refinement of one's own worldview. We strongly encourage students to engage with philosophical ideas through Indigenous lenses.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
    a. We are revising PHIL 240 partly to contribute to diversity and inclusion principles at UFV. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes. The major assignments will permit—even encourage—ways of displaying understanding, analysis and assessment that do not wholly rely on the standard academic paper. Visual or performative artwork will be encouraged if it satisfies the learning outcomes.
    b. Obviously, students registered with the CAS will be fully accommodated.

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:

    Less than $150 (mainly course text)

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1995
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 240	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Philosophy of Religion **Course Short Title:** Philosophy of Religion	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Examines central issues in the philosophy of religion from a multicultural perspective. Considers the challenge of religious diversity, arguments for and against the existence of God, the relationship between faith and reason, the possibility of an afterlife, and the relationship between morality and religion.

Prerequisites (or NONE):	15 university-level credits.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number: **PHIL 140**

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 major challenges to principal conceptions of ultimate reality, (including those in Western, Asian, and Indigenous cultures).
2. Assess the cogency of central arguments for and against the existence of God.
3. Evaluate principal responses to religious diversity, including exclusivism, inclusivism, and pluralism.
4. Provide a reasoned assessment of the legitimacy of religious faith without adequate evidence.
5. Assess the challenge of evil to reasonable religious belief.
6. Appraise personal beliefs about religion and spirituality in the light of current research.

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

Final exam:	20%	Quizzes/tests:	20%	Assignments:	60%
	%				%

Details:

Assignments may include:

- Two essay assignments (45%)
- In-class group work assignments (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	Eshleman, Andrew	Readings in the Philosophy of Religion: East Meets West (Broadview)	2008
2.	Textbook	Meister, Chad (ed)	The Philosophy of Religion Reader (Routledge)	2008
3.	Textbook	Chan, Steven M (ed)	Exploring Philosophy of Religion (OUP)	2016
4.				
5.				

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

Course Content and Topics

- Ultimate reality in major religions and spiritual traditions
- Ontological, cosmological, and moral arguments for theistic belief
- Arguments for non-theistic conceptions of ultimate reality
- The problem of evil in western religions
- The problem of suffering in non-western spiritual traditions
- Faith and the limits of reason
- Approaches to religious and spiritual diversity
- Feminist, Nietzschean, Freudian and Marxist challenges to religious belief

Memo for Course Changes

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: Proposal for revision of PHIL 315: Contemporary Ethical Theory

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:
   - PHIL 315 needed to be revised as part of the standard six-year review.
   - The calendar description has been modified to fit the new format.
   - The course outline reflects that PHIL 315 may be offered in multiple formats.
   - The suggested texts reflect an incorporation of Indigenous care ethics in the course content.
   - The pre-requisites have increased to 45 university credits including 9 credits of PHIL. This increase follows the use of this course as satisfying the 'Theory' requirement for the PHIL major. The increase of pre-requisites (previously 45 university credits including 6 credits of PHIL) reflects the background necessary in order for students to succeed in 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):

   N/A

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

   N/A

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

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 Philosophy department's commitment to indigenization is exemplified through the creation of a new requirement in non-Western philosophy (with many courses in Indigenous philosophy fulfilling the requirement). The course content of PHIL 315 will often include Indigenous ethics and insurrectionist ethics as approaches to investigate ethical responses to colonialism. The course highlights the value of inquiry as a communal and collaborative endeavour by offering many opportunities to work together on applying theories to local problems.

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

   The course will consider how questions of gender, race, and class influence responses to moral problems. This course offers a varied range of assignments to reflect students' different interests, needs and abilities.

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:

   50-100$ in course texts

CWC comment and response: PHIL courses

- The rationale for including PHIL 120 in the prerequisites for PHIL 320 is mentioned in the memo for that course, but it is unclear why some courses require 45 credits including six credits of PHIL (PHIL 308, 312, 355) and why some require 45 credits including nine credits of PHIL (PHIL 320, 354).

  We are moving towards creating more consistent pre-requisites for 3rd year PHIL courses. Courses that are theory-heavy and requirements for the PHIL major have pre-requisites of 45 credits including 9 PHIL credits. This applies to PHIL 315, 320, 351.

  Courses that may interest non-PHIL majors have lower pre-requisites of 45 credits including 6 PHIL credits. This applies to 308, 311, 318, 353, 354, 355, 362. Both 318 and 355 have the option of ENV or IPK courses, respectively, to satisfy the pre-requisite requirement.

ORIGINAL COURSE IMPLEMENTATION DATE:	January 1999
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	February 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.

Course Code and Number: PHIL 315	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Contemporary Ethical Theory **Course Short Title:** Contemporary Ethical Theory	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Investigates questions in contemporary meta-ethics and normative ethics. Asks how we can live ethically with others and what makes for a good life.

Prerequisites (or NONE):	PHIL 110 and 6 additional credits of PHIL or POSC. Note: As of January 2024, prerequisites will change to: 45 university-level credits including PHIL 110 and 6 additional credits of PHIL.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Tutorials/workshops	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**

(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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 major trends in contemporary ethical theory.
2. Accurately describe verbally and in writing core concepts, theories, issues and arguments in meta-ethics and normative ethics.
3. Critically assess core concepts and theories in both meta-ethics and normative ethics.
4. Develop reasoned responses to some issues in contemporary ethics.
5. Evaluate prominent debates within contemporary meta-ethics and normative ethics.

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

Assignments:	90%	Holistic assessment:	10%		%
			%		%

Details:

Assignments may include:

- Reading reflections (30%)
- Argumentative essays (60%)

Holistic assessment: Reflection on learning

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	Mulgan, Tim	Utilitarianism (Elements in Ethics)	2020
2.	Textbook	Weston, A	A 21st Century Ethical Toolbox	2017
3.	Article	Whyte, K	"Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies"	2016
4.	Textbook	McBride, L	Ethics and Insurrection: A Pragmatism for the Oppressed	2021
5.	Textbook	Fisher, Andrew	Metaethics: An Introduction	2014

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

Course Content and Topics

Unit 1: Normative moral theories

- Consequentialism
- Deontology
- Virtue theory
- Indigenous ethics

Unit 2: Meta-ethics

- Moral realism
- Moral relativism
- Pragmatist ethical naturalism

Unit 3: Ethical theory and social injustice

- Ethics of care
- Capabilities approach
- Insurrectionist ethics
- Existentialist ethics

Memo for Course Changes

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: PHIL 318 Changes

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: The primary change of the course outline is to change the pre-requisites to allow students taking the course to satisfy major requirements in Environmental Studies. The secondary change is adding a learning outcome ('Articulate ethical problems from Indigenous perspectives') to reflect the course's aim of integrating Indigenous philosophies into the course content.

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 change to one learning outcome emphasizes the Philosophy department's commitment to indigenization.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This will make it easier for ES students to register for PHIL 318.

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

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 primarily draws on Indigenous scholars to respond to local and global environmental problems.

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

This course offers a range of assignments to reflect students' different needs and abilities. The course content explores the way in which understandings of moral responsibility to the natural world intersect with gender, race, class, and colonialism.

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.
9. Estimate of the typical costs for this course, including textbooks and other materials: 100$ in books

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2002
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 318	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Environmental Ethics **Course Short Title:** Environmental Ethics	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Explores environmental ethical issues and investigates animal rights, climate change and the politicization of science, pollution caused by human activities, and obligations to future generations.

Prerequisites (or NONE):	45 university-level credits including (6 credits of PHIL) or (3 credits of PHIL and 3 credits of ENV).
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Analyze environmental issues in the context of various cultural conceptual frameworks.
2. Use philosophical and theoretical frameworks for making moral and policy decisions.
3. Apply moral and axiological theories to environmental issues.
4. Examine various strategies for managing global and environmental issues as they are manifested locally in order to generate policy recommendations and recommendations for individual action.
5. Articulate environmental ethical problems from Indigenous perspectives.
6. Evaluate responses to environmental ethical problems from a variety of ethical perspectives.

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

Assignments:	100%	%	%
		%	%

Details:

Assignments may include:

- Two argumentative essays (30%)
- Reading reflections (15%)
- Outdoor journaling (10%)
- Options of class presentation, editorial assignment, video presentation, digital storytelling, or poster presentation (15%)
- Group project on a local environmental problem (30%)

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	Daniel Wildcat	*Red Alert! Saving the Planet with Indigenous Knowledge*	2009
2.	Textbook	Byron Williston	*Environmental Ethics for Canadians*	2016
3.	Textbook	Robin Kimmerer	*Braiding Sweetgrass*	2015
4.				

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

Course Content and Topics

Unit 1: Examining Western and Indigenous ethical perspectives on the environment
- Defining moral standing
- Biocentrism and ecocentrism
- Relationships to land and place
- Grounded normativity
- Animal rights
- Ecofeminism

Unit 2: Identifying and exploring local and global problems
- Biodiversity and sustainability
- Climate change
- Economics and ecology
- Environmental activism

Unit 3: Creating and evaluating proposals to local environmental problems
- Topics to be determined by the class

Memo for Course Changes

To: Linda Pardy

From: Anna Cook, Department Chair, Philosophy

Date: November 28, 2022

Subject: Proposal for revision of PHIL 353: Classical Indian Philosophy

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:
   a. The revised title better represents the focus of the course on premodern Indian thought.
   b. The pre-requisites have been updated to be consistent with 3rd year PHIL courses that are not strictly required for the PHIL major.

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):
   a. The revised learning outcomes fit better into the preferred UFV format.
   b. The course supports all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for most students—will be from outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it

will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it will clearly contribute to the understanding of diversity implicit in the ILO regarding collaborative leadership (ILO #7); PHIL 353 insists on ethical engagement with others, specifically those from other cultural backgrounds (ILO #8); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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

   N/A

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

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).

   PHIL 353 specifically resists the western focussed approaches to philosophy that often dismiss thought from other traditions. The course expresses a sort of anti-colonialism, recognizing and learning from philosophical traditions that have, historically, been given short shrift in academic philosophy, especially in the English-speaking world. The focus in global philosophy is on sharing and learning from diverse cultural traditions. We engage in dialogue with thinkers from varied traditions and eras, always with a clear focus on the what the others can teach us. Sometimes, we learn new ways of approaching a traditional philosophical problem, as we do in studying Indian thought on causality. We also learn new methods with which to think philosophically and express the outcomes of our thought. PHIL 353 is partly focussed on the anti-colonial and dialogical enterprise of broadening the problems, concepts, and solutions that philosophy can bring to individually and socially navigating contemporary life.

   Regarding the content and learning outcomes of PHIL 353, the focus on global philosophy is clearly relevant to the project of 'indigenizing our academy.' However, there are at least two ways in which indigenizing is more specifically involved.

   a. PHIL 353 encourages all students to recognize the traditional Indigenous communities in which we live and work. It recognizes the harm inflicted on Indigenous peoples through colonialism and encourages all students to recognize the actual and potential contributions to thought and practice by Indigenous ways of thinking.

b. PHIL 353 encourages all students to enter dialogue with some Indigenous views. This entails understanding the points of view of others, and further incorporating these points of view in the development and refinement of one's own worldview. We strongly encourage students to engage with philosophical ideas through Indigenous lenses. Indeed, some Indigenous students have produced fantastic work engaging with Indian thought; for example, for the most recent offering of PHIL 353, one student wrote an insightful comparison of storytelling in Indian (especially, the *Bhagavad Gita*) and Indigenous philosophy. It was great to see how delighted she was to be able to incorporate her traditional ways of thinking into two other ways of thinking (western and Indian). In future courses, there will be further opportunity for students to share such inquiries with their classmates.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   a. PHIL 353 has been developed to contribute to diversity and inclusion principles at UFV. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes. The major assignments will permit—even encourage—varied ways of displaying understanding, analysis and assessment that do not wholly rely on the standard academic paper. Visual or performative artwork will be encouraged if it satisfies the learning outcomes.
   b. Obviously, students registered with the CAS will be fully accommodated.

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:

   Less than $150 (mainly course text)

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2006
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 353	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Classical Indian Philosophy **Course Short Title:** Classical Indian Philosophy	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Examines classical Indian philosophy and its contributions to philosophical questions regarding the nature and meaning of human existence, the nature and limits of knowledge, and practical questions concerning how one should live.

Prerequisites (or NONE):	6 credits of PHIL or 45 university-level credits. Note: As of January 2024, prerequisites will change to: 45 university-level credits including 6 credits of PHIL.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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:

- Identify major themes in classical Indian philosophy.
- Summarize the principal schools, both orthodox and non-orthodox, of classical Indian philosophy.
- Contrast the similarities and differences between Indian and non-Indian philosophy (Western, Chinese and Indigenous).
- Distinguish Sikhi from classical Indian thought.
- Apply the distinctive theories of classical Indian thought to contemporary philosophical issues.
- Show the necessity to conceive of philosophy as a global enterprise.

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

Assignments:	60%	Quizzes/tests:	20%	Final exam:	20%
	%		%		%

Details:

Assignments may include:

- Essays (40%)
- Student presentation (10%)
- In-class group work (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	Easwaran, Eknath	The Upanishads (Nilgiri)	2007
2.	Textbook	Easwaran, Eknath	The Bhagavad Gita (Nilgiri)	2007
3.	Textbook	Rhys-Davids, Thomas W.	The Milinda Panha (Jazzybee Verlag Jurgen Beck)	2017
4.	Textbook	Adamson, Peter & Ganeri, Jonardon	Classical Indian Philosophy (OUP)	2020
5.				

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

The instructor may use a coursepack and online materials to supplement the above texts.

Course Content and Topics

- The distinctive character of Indian philosophy
- Historical roots: Vedas
- Philosophical themes in the Upanishads
- Classical Indian Buddhism
- Classical orthodox and heterodox darsanas
- Sikhi and classical Indian thought

Memo for Course Changes

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: Proposal for revision of PHIL 362: Philosophy of 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:
   a. Philosophy 362 has traditionally been approached from the standpoint of analytic Anglo-American philosophy. While the course has usually addressed some ideas from outside the analytic area, it has largely focussed on work from English speaking world. Inadequate attention has been placed on Asian, African and Indigenous philosophical traditions. The revised course outline intends to reflect UFV Philosophy's commitment to global or multicultural philosophy.
   b. The pre-requisites have been updated to be consistent with 3rd year PHIL courses that are not strictly required for the PHIL major.

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):
   a. The revised learning outcomes fit better into the preferred UFV format.
   b. The revised learning outcomes reflect the global focus of the revised course.
   c. The course supports all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for most students—will be from

outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it will clearly contribute to the understanding of diversity implicit in the ILO regarding collaborative leadership (ILO #7); PHIL 240 insists on ethical engagement with others, specifically those from other cultural backgrounds (ILO #8); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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

   N/A

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

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).

   In Philosophy of Education, we learn diverse conceptions of education (especially Confucian, Daoist and Indigenous conceptions), some of which may be far better than Western conceptions with respect to responding to the conflicts and pressures of the current age. PHIL 362 is partly focussed on the anti-colonial and dialogical enterprise of broadening the problems, concepts, and solutions that philosophy can bring to individually and socially navigating contemporary life.

   Regarding the content and learning outcomes of PHIL 362, the focus on global philosophy is clearly relevant to the project of 'indigenizing our academy.' However, there are at least two ways in which indigenizing is more specifically involved.

   a. PHIL 362 encourages all students to recognize the traditional Indigenous communities in which we live and work. It recognizes the harm inflicted on Indigenous peoples through colonialism and encourages all students to recognize the actual and potential contributions to thought and practice by Indigenous ways of thinking.
   b. PHIL 362 encourages all students to enter dialogue with some Indigenous views. This entails understanding the points of view of others, and further incorporating these points of view in the development and refinement of one's own worldview. We strongly encourage students to engage with philosophical ideas through Indigenous lenses.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
    a. We are revising PHIL 362 partly to contribute to diversity and inclusion principles at UFV. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes. The major assignments will permit—even encourage—varied ways of displaying understanding, analysis and assessment that do not wholly rely on the standard academic paper. Visual or performative artwork will be encouraged if it satisfies the learning outcomes.
    b. Obviously, students registered with the CAS will be fully accommodated.

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:

    Less than $150 (mainly course text)

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 1998
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 362	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Philosophy of Education **Course Short Title:** Philosophy of Education	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Examines central concepts in educational thought and practice, including education, teaching, and assessment, drawing on global philosophical traditions, including Western, Asian and Indigenous perspectives.

Note: Students with credit for EDUC 362 cannot take this course for further credit.

Prerequisites (or NONE):	PHIL 110 or 45 university-level credits. Note: As of January 2024, prerequisites will change to: 45 university-level credits including 6 credits of PHIL.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Analyze principal concepts, themes, and issues in the philosophy of education from Western, global, and Indigenous philosophical frameworks.
2. Assess distinctive conceptions of education.
3. Discuss the essentially normative character of educational theory.
4. Demonstrate the need to approach philosophical issues in education from global and Indigenous perspectives.

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

Assignments:	70%	Final exam:	10%	Quizzes/tests:	20%
			%		%

Details:

Assignments may include:

- Argumentative essays (40%)
- In-class writing assignments (15%)
- In-class presentation (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.	Article	Tan, Charlene	Confucianism and Education In Noblit, G. (Ed.), O*xford Research Encyclopedia of Education* (pp. 1-18). New York: Oxford University Press.	2017
2.	Online resource	Plato	The Republic (https://www.gutenberg.org/files/1497/1497-h/1497-h.htm)	2021
3.	Online resource	Pratt, Y.P. et al	Indigenous Education and Decolonization (https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-240)	2018
4.	Other	Kazepides, Tasos	*Education as dialogue* (McGill-Queens Univ. Press)	2010
5.	Video	Gilbert, Lewis	Educating Rita.	1983

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

Course Content and Topics

- The concept of education
  - Educational metaphors: molding, growth, socialization, initiation
  - Platonic, Confucian and Indigenous approaches to education
  - Analytic approaches to education (Peters)
- Education and autonomy
- Education and citizenship
- Education and preparation for the workplace
- Indoctrination and the possibility of religious education
- The concepts of teaching and learning

Memo for New Course

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: New course PHIL 351: History of Continental Philosophy; discontinuation of PHIL 252

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):

   Philosophy 252 was created in the late 1990s as a survey course meant to give a broad overview of Continental philosophy after Kant. The course originally covered the end of the 18th century, the 19th century and the first 30 years of the 20th century. The course was seen as a complement to two other philosophy survey courses that were already being offered (Phil 250 – Ancient Greek Philosophy and Phil 251 – History of Early Modern Philosophy). At the time, the philosophy department did not offer a major and opportunities to run upper-level courses were limited. However, the course has gradually evolved in a more specialized study of Continental philosophy from Kant to Nietzsche. It, has as well, intensified its reliance on primary sources. So, in this regard, it no longer fits comfortably in the second year, as it is becoming something more than a survey course. By converting it to a third-year course, the departmental will be able to offer a version of the course which is more aligned with the expectations of a course on 19th century Continental philosophy. It is anticipated, as well, that the course will work more effectively at this level as a 'feeder' course for Phil 425: 20th Century Continental Philosophy.

   The pre-requisites for the course (45 university credits including 9 credits of PHIL) reflect the background necessary in order for students to succeed in the course.

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

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):

   The course supports a number of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning ((ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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:
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).

   Given that PHIL 351 was and is a course exclusively focused on the history of European philosophy, it does not intersect directly with issues pertaining to the Indigenous peoples of Canada. Nevertheless, instructors should be able to draw connections between the thinkers studied and questions regarding the impact of colonialism. It is possible, as well, to show how some of the philosophers studied raise critical questions regarding the Western tradition, and as such, their works align with some of the critiques presented by Indigenous and postcolonial theorists. For example, Glen Coulthard's recent work critiquing Western liberalism draws extensively on Hegel.

   In terms of course delivery, the course can be adapted by instructors to fit within the expectations set for classroom activities within an indigenized university.
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

   A central goal of the course is for students to occupy a critical stance in relation to dominant themes in traditional Western philosophy. Themes of identity, recognition, and othering are fundamental to the course's primary texts.
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: 50-100$ in books

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2000
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 351	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: History of Continental Philosophy **Course Short Title:** Hist of Continental Philosophy	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Explores the works of major thinkers in the continental tradition, from the late 18th century thought to the end of the 19th century. Philosophers to be covered may include Kant, Fichte, Hegel, Schopenhauer, Kierkegaard, and Nietzsche.

Note: Students with credit for PHIL 252 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits including 9 credits of PHIL.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s): **PHIL 252**

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **Yes**

Submit outline for (re)articulation: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Identify positions held by major philosophers in the Continental tradition from the end of the 18th century through to the end of the 19th century.
2. Evaluate critically the major works of the philosophers covered in the course.
3. Compare the main arguments of key figures in the Continental tradition.
4. Articulate informed interpretations of the philosophers covered in the course.
5. Discuss the ongoing significance of the main ideas of the philosophers covered in the course (including contemporary critiques of settler colonialism).

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

Assignments:	100%	%	%
		%	%

Details:

Assignments may include:

- Short expository writing assignments (25%)
- Essays (75%)

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	Forrest Baird and Walter Kaufmann, eds,	Modern Philosophy	1999
2.	Textbook	Immanuel Kant	Prologemena to Any Future Metaphysic	2001
3.	Textbook	Patrick Gardener	Nineteenth-Century Philosophy	1969
4.	Textbook	GW Hegel	Phenomenology of Spirit	1979
5.	Textbook	Friedrich Nietzsche	Twilight of the Idols	1990

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

Course Content and Topics

- Introduction to continental philosophy
- Kant's Prolegomena
- Hegel's Phenomenolgy
- Schopenhauer and Kierkegaard: a rejection of Hegel
- Nietzsche's Twilight of the Idols

Memo for New Course: PHIL 101

To: Linda Pardy

From: Anna Cook, Department Chair, Philosophy

Date: November 28, 2022

Subject: Proposal for new course PHIL 101: Introduction to Philosophy

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):

   This course aims to introduce students to the problems in sub-fields of philosophy (metaphysics, epistemology, ethics, social and political philosophy). Since many university students have not had the opportunity to take a philosophy course in high school, this course aims to provide a broad introduction to contemporary philosophical problems. The course is intended to provide an overview of the kinds of courses offered by the UFV philosophy department. The course will approach philosophical problems from Western and non-Western philosophical traditions.

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

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):

   The course will address all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for most students—will be from outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it will clearly contribute to the understanding of diversity implicit in the ILO regarding collaborative leadership (ILO #7); PHIL 101 insists on ethical engagement with others, specifically those from other cultural backgrounds (ILO #8); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

   The course's LO #1 mirrors learning outcomes in introductory level courses in North American philosophy department.

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).

   The course provides an overview of philosophical sub-areas and aims to showcase Western philosophy as one philosophical tradition among many. A key part of this course is a unit in global and Indigenous philosophy. The course includes learning from philosophical traditions that have, historically, been given short shrift in academic philosophy. The course will often include a section on Indigenous epistemology and use storytelling as a method of inquiry in line with the First Peoples principles of learning.

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

   The unit on political philosophy highlights how definitions of justice intersect with gender, race, class, and colonialism. This course offers a range of assignments to reflect students' different needs and abilities. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes.

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:

   50-100$ in books

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	NEW COURSE BUDGET APPROVAL: PHIL 101, 308, 312, 320, 354, & 355, PHILOSPHY, COLLEGE OF ARTS
Date:	DECEMBER 22, 2022

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implications of the new courses PHIL 101, 308, 312, 320, 354, and 355, and I approve their submission to CACC and UEC for curriculum review.

Thank you,

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

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 101	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Philosophy **Course Short Title:** Introduction to Philosophy	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Introduces basic philosophical problems, theories, and methods. Examines different areas of philosophy, including metaphysics, epistemology, ethics, and social and political philosophy. Highlights approaches from Western and non-Western philosophical traditions.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Tutorials/workshops	
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every semester**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Define philosophical terms such as ontology, epistemology, aesthetics, ethics, rationalism, empiricism, idealism, monism, dualism, pluralism, a priori, a posteriori.
2. Apply major theories to specific issues (in metaphysics, epistemology, ethics, social and political philosophy).
3. Analyze philosophical questions from Western, global, and Indigenous philosophical frameworks.
4. Critically evaluate philosophical positions in metaphysics, epistemology, ethics, social and political philosophy.
5. Articulate reasoned responses to issues in metaphysics, epistemology, ethics, social and political philosophy.

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

Assignments:	75%	Quizzes/tests:	20%	Holistic assessment:	5%
	%		%		%

Details:

Assignments may include:

- Reading reflections (15%)
- Argument reconstructions (15%)
- Argumentative essays (30%)
- Options of class presentation, editorial assignment, video presentation, digital storytelling, or poster presentation (15%)

Holistic assessment: Reflection on learning

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	Daniel Bonevac and Stephen Phillips	*Introduction to World Philosophy*	2009
2.	Textbook	Theodore Schick, Jr. and Lewis Vaughn	*Doing Philosophy: An Introduction through Thought Experiments*	2005
3.	Textbook	Andrea Sullivan-Clarke	*Indigenous Philosophies of Turtle Island*	2023
4.	OER book	Russ W. Payne	*An Introduction to Philosophy*	2015
5.				

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

Course Content and Topics

Introduction: What is philosophy? What is a philosophical problem?
Unit 1: Introduction to problems in metaphysics and epistemology
Unit 2: Introduction to problems in ethics
Unit 3: Introduction to global philosophy and Indigenous philosophy
Unit 4: Introduction to problems in social and political philosophy

Memo for New Course: PHIL 308

To: Linda Pardy

From: Anna Cook, Department Chair, Philosophy

Date: November 28, 2022

Subject: Proposal for new course PHIL 308: Philosophy of Gender and Sexuality

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):

   Philosophers have made highly influential and lasting contributions to ethical and conceptual questions regarding sex, gender, and sexual orientation. Currently, there is no philosophy course at UFV that offers students an opportunity for sustained engagement with those topics and philosophical contributions. There is, however, growing interest. For example, two philosophy students are currently working on Honours projects that are related to these topics. This course makes these topics available to all students. The emphasis on non-Western (including Indigenous) and feminist philosophy in this course also serves the purposes of broadening the coverage of philosophical content in the department and of decolonizing philosophy.

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

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):

   The learning outcomes of this course emphasize students' ability to critically evaluate debates within contemporary philosophy of gender and sexuality and to express orally and in writing their positions on contemporary problems. These course learning outcomes directly align with the philosophy program's outcomes of developing critical thinking skills and rigour in argumentation. The course meets the ILOs 1, 2, 3, 4, 5, 6, and 9.

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

   No

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

   N/A

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

   Not applicable

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).

PHIL 308 recognizes and learns from philosophical traditions that have, historically, not received much attention in academic philosophy while also drawing from sources that have been highly influential in academic philosophy. One goal of this approach is to identify new ways of approaching a traditional philosophical problem, as we do in studying Indigenous views of gender. Another is to learn new methods with which to think philosophically and express the outcomes of our thought. PHIL 308 is partly focused on the anti-colonial and dialogical enterprise of broadening the problems, concepts, and solutions that philosophy can bring to individually and socially navigating contemporary life.

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

   PHIL 308 is specifically intended to contribute to diversity and inclusion principles at UFV. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes. The major assignments will permit—even encourage—ways of displaying understanding, analysis and assessment that do not wholly rely on the standard academic paper. Visual or performative artwork will be encouraged if it satisfies the learning outcomes.

   Obviously, students registered with the CAS will be fully accommodated.

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.:

   Not applicable.

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

   $50-100

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 308	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Philosophy of Gender and Sexuality **Course Short Title:** Phil of Gender & Sexuality	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Investigates conceptual issues surrounding classifying sex, gender, and sexual orientation, and ethical issues regarding relationship structures, sex work and pornography, and the nature of consent and sexual perversions.

Prerequisites (or NONE):	45 university-level credits including 6 credits of PHIL.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Identify major topics and arguments in the philosophy of sex, gender, sexual orientation.
2. Challenge accepted assumptions, including their own assumptions or beliefs.
3. Differentiate between the main competing views on a variety of questions about sex, gender, sexuality, and sexual relationships.
4. Evaluate differences between views on these topics found in Western and non-Western philosophy, including feminist and Indigenous philosophies.
5. Construct arguments in defense of views about the nature and ethics of sex, gender, and sexuality.
6. Critically investigate nuances of various argumentative approaches with peers in a group setting.

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

Assignments:	100%	%	%
		%	%

Details:

Assignments may include:

- In-class participation/group work (10%)
- Three argumentative essays (90% - each worth 30%)

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	Raja Halwani, Alan Soble, Sarah Hoffman, and Jacob M. Held (eds)	*The Philosophy of Sex: Contemporary Readings*	2017
2.	Textbook	Carrie Jenkins	*What Love Is and What It Could Be*	2017
3.	Article	John Corvino	*Social Constructionism*	2006
4.	Article	Rae Langton	*Autonomy-Denial in Objectification*	2009
5.	Textbook	Qwo-Li Driskill, Daniel Heath Justice, Deborah Miranda, and Lisa Tatonetti (eds)	*Sovereign Erotics: A Collection of Two-Spirit Literature*	2013

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

Course Content and Topics

- Philosophical questions and philosophical methodologies
- What is sex?
- Classifying sexual orientations
- Classifying gender identities
- Ethical and legal issues regarding sexual orientation and gender identity
- Romantic and sexual relationships: monogamy, polygamy, and polyamory
- What is required for sexual consent?
- Sexual ethics: what is sexual perversion?
- Sexual ethics: pornography and sex work

Memo for New Course

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: Proposal for new course PHIL 311: Contemporary Political Philosophy: Recognition and Resurgence

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): This course builds on the Philosophy Department's strengths in applied philosophy. A version of this course has previously been offered as PHIL 210 (formerly called 'Contemporary Issues in Morality and Politics') before 210 was redesigned as an introductory course to political philosophy.

   This course builds on existing course offerings in political philosophy (PHIL 210) to allow students to engage with the content in an upper-level course. This course explicitly centers works by Indigenous scholars that engage with a dominant framework in political philosophy of justice as recognition. For this reason, this course aligns with the department's work on indigenizing course content in Philosophy courses.

   This course will serve as an option to fulfill the requirement for non-Western philosophy in the program requirements for Philosophy.

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

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): The learning outcomes of this course emphasize students' ability to critically evaluate debates within contemporary political philosophy and to express orally and in writing their positions on contemporary problems. These course learning outcomes directly align with the philosophy program's outcomes of developing critical thinking skills and rigour in argumentation. The course meets the ILOs 1, 2, 3, 4, 5, 6, and 9.
3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?
4. Which program areas have been consulted about the course?
5. If a new discipline designation is required, explain why:
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).

The course narrative and content builds towards an engagement with Indigenous critiques of Western political philosophy. In particular, the course evaluates contemporary political philosophy, such as the politics of recognition, through the lens of Indigenous resurgence. A central question in the course is the extent to which a politics of recognition or politics of difference can transform settler colonialism and work towards decolonization.

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

This course offers a range of assignments to reflect students' different needs and abilities. The course content explores the way in which understandings of justice are informed by intersections of gender, race, class, and colonialism.

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.:

9. Estimate of the typical costs for this course, including textbooks and other materials: 50-100$ in books

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 311	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Contemporary Political Philosophy: Recognition and Resurgence **Course Short Title:** Contemporary Political Phil	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Investigates the meanings, problems, and possibilities of contemporary understandings of justice, identity, and reconciliation. Evaluates these questions through the lens of theories of politics of recognition, politics of difference, and Indigenous resurgence.

Prerequisites (or NONE):	45 university-level credits including 6 credits of PHIL.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Interpret contemporary issues through the lens of political philosophy.
2. Critically evaluate prominent debates on the meaning of justice, identity, and reconciliation within contemporary political philosophy.
3. Describe criticisms of contemporary conceptions of justice, identity, and reconciliation from Indigenous perspectives.
4. Articulate reasoned responses to issues in contemporary political philosophy.
5. Apply theories about justice, identity, and reconciliation to local problems.

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

Assignments:	90%	Holistic assessment:	10%		%
	%		%		%

Details:

Assignments may include:

- Argumentative Essays (2 x 25%)
- Reading reflections (25%)
- Class presentation (15%)

Holistic assessment: Reflection on learning

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	Glen Coulthard	*Red Skin, White Masks*	2016
2.	Article	Charles Taylor	"The Politics of Recognition"	2009
3.	Textbook	Iris Marion Young	*Justice and the Politics of Difference*	2015
4.	Textbook	Frantz Fanon	*Black Skin, White Masks*	2008
5.	Textbook	John Borrows and James Tully	*Resurgence and Reconciliation*	2018
6.	Textbook	Sandra Tomsons and Lorraine Mayer	*Philosophy and Aboriginal Rights: Critical Dialogues*	2013

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

Course Content and Topics

Unit 1:

- Liberalism and definitions of justice
- Justice and identity

Unit 2:

- Liberalism and multiculturalism
- Justice and the politics of difference

Unit 3:

- Multiculturalism and the politics of recognition
- Misrecognition and settler colonialism
- Politics of Indigenous resurgence

Memo for New Course: PHIL 320

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: Proposal for new course PHIL 320: Contemporary Metaphysics and Epistemology

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):

   Epistemology and metaphysics are two broad and dominant subfields of philosophy, so it is important for philosophy students to have an opportunity to engage with topics in these subfields at the level of sophistication that 300-level courses provide. This course will build on PHIL 120 and provide an upper-level investigation that deepens students' knowledge of these topics.
   This course will satisfy the "Philosophical Theory" requirement in the PHIL major. Since this a key course for the PHIL major, the pre-requisites have been set to 45 university credits including 9 credits of PHIL (including 120) to reflect the background necessary in order to succeed in the course.

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

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):

   The course will address all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for many students—will be from outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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

   No

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

   N/A

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

Not applicable

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).

   The course invites students to evaluate issues in metaphysics and critically investigate different theories of truth from the perspectives of Western, global philosophy, and Indigenous philosophy. The course highlights the value of inquiry as a communal and collaborative endeavour by offering opportunities for collaborative inquiry in assignments and in-class activities.

   The Philosophy department's commitment to indigenization is exemplified through the creation of a new requirement in non-Western philosophy (with many courses in Indigenous philosophy fulfilling the requirement).

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

   Students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes.

   Obviously, students registered with the CAS will be fully accommodated.

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.:

   Not applicable.

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

   $50-100

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 320	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Contemporary Metaphysics and Epistemology **Course Short Title:** Metaphysics & Epistemology	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Deepens students' engagement with foundational issues in metaphysics and epistemology, such as the nature of time, the nature of truth, the role of testimony in acquiring knowledge, and the difference between social and natural/biological categories.

Prerequisites (or NONE):	45 university-level credits including PHIL 120 and 6 additional credits of PHIL.
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Identify major themes in the philosophical subfields of epistemology and metaphysics.
2. Differentiate between the main competing views on a variety of questions about knowledge, composition, and the nature of truth.
3. Evaluate differences between views in metaphysics and epistemology in contemporary, historical, Western, and non-Western philosophy.
4. Construct arguments in defense of views about the nature of social categories and the justification of our social knowledge making practices.
5. Investigate nuances of various argumentative approaches with peers in a group setting.

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

Assignments:	100%		%
	%	%	%

Details:

Assignments may include:

- In-class participation/group work (10%)
- Three argumentative essays (90% - each worth 30%)

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	Miranda Fricker, Peter J. Graham, David Henderson, and Nikolaj JLL Pedersen (eds)	*Routledge Handbook of Social Epistemology*	2021
2.	Article	Peter Van Inwagen and Dean W Zimmerman (eds)	*Metaphysics: The Big Questions*	2008
3.	Article	Dana Hickey	"Indigenous Epistemologies, Worldviews and Theories of Power"	2020
4.	Textbook	Peter Ludlow (ed)	*Readings in the Philosophy of Language*	1997
5.				

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

Course Content and Topics

- Philosophical questions and philosophical methodologies
- Analyses of knowledge
- Analyses of justification
- Testimony
- Peer disagreement
- Theories of truth
- The ontological status of social categories and biological categories
- Reference in language and thought
- Persistence through time
- Theories of time

Memo for New Course: PHIL 354

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: Proposal for new course PHIL 354: Classical Chinese Philosophy

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):

   Philosophy departments in North America have principally focussed on European and North American thinkers and controversies. UFV Philosophy has generally included some non-Western sources, including Indian (PHIL 353) and, more recently, Indigenous sources, but our program is still heavily weighted with Western philosophy. This course, which fits into the growing sub-discipline of *global or comparative philosophy*, is intended to move towards correcting this; it is part of a project to broaden and decolonize philosophy. In addition, Chinese philosophy is interesting philosophy, suggesting intriguing insights that help us see old issues in new ways, as well as provide new ways of conceiving of important concepts and issues.

   This course will serve as an option to fulfill the requirement for non-Western philosophy in the program requirements for Philosophy.

   The pre-requisites for the course (45 credits including 6 PHIL courses) are consistent with 3rd year PHIL courses that are likely to be of interest to non-majors.

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

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):

   The course will address all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for most students—will be from outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it will clearly contribute to the understanding of diversity implicit in the ILO regarding collaborative leadership (ILO #7); PHIL 354 insists on ethical engagement with others, specifically those from other cultural backgrounds (ILO #8); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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

   No

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

   N/A

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

   Not applicable

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).

   As a course in comparative philosophy, PHIL 354 will be focussed on a sort of anti-colonialism, of recognizing and learning from philosophical traditions that have, historically, been given short shrift in academic philosophy, especially in the English-speaking world. The focus in comparative philosophy is on sharing and learning from diverse cultural traditions. We engage in dialogue with thinkers from varied traditions and eras, always with a clear focus on the what the others can teach us. Sometimes, we discover new problems or come to see how mainstream thought has blinding us to issues or problems, as when ancient Chinese thought highlights the challenges of enlightenment liberalism. We also learn new methods with which to think philosophically and express the outcomes of our thought. PHIL 354 is partly focussed on the anti-colonial and dialogical enterprise of broadening the problems, concepts, and solutions that philosophy can bring to individually and socially navigating contemporary life.

   Regarding the content and learning outcomes of PHIL 354, the focus on comparative philosophy is clearly relevant to the project of 'indigenizing our academy.' However, I see at least three ways in which indigenizing is more specifically involved.

   a. PHIL 354 encourages all students to recognize the traditional Indigenous communities in which we live and work. It recognizes the harm inflicted on Indigenous peoples through colonialism and encourages all students to recognize the actual and potential contributions to thought and practice by Indigenous ways of thinking.
   b. PHIL 354 encourages all students to enter dialogue with ancient Chinese thought. This entails understanding the points of view of others, and further incorporating these points of view in the development and refinement of one's own worldview. I strongly encourage students to engage with philosophical ideas through Indigenous lenses.
   c. PHIL 354 includes some important content that can and will be constructively discussed in comparison with Indigenous ideas. The general ideas of the connectedness of all things and people is implicit in much Chinese thought, and the values of living in balance with the world

are also reflected in Chinese thought, with its general concern with the *Dao* (道). Furthermore, there are important similarities between the shamanism involved in precursors to early Chinese thought and Indigenous practice. Students will be encouraged to explore these comparisons in their work.

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

   PHIL 354 is specifically intended to contribute to diversity and inclusion principles at UFV. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes. The major assignments will permit—even encourage—ways of displaying understanding, analysis and assessment that do not wholly rely on the standard academic paper. Visual or performative artwork will be encouraged if it satisfies the learning outcomes.

   Obviously, students registered with the CAS will be fully accommodated.

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.:

   Not applicable.

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

   Less than $150

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 354	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Classical Chinese Philosophy **Course Short Title:** Classical Chinese Philosophy	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Introduces ancient Chinese philosophical theories and thinkers in a comparative context. Examines the ideas of the *Yi Jing*, Kongzi, Mengzi, Hsün Tzu, Mo Tzu, Lao Tzu, Zhuang-zi and early Chinese Buddhism.

Prerequisites (or NONE):	45 university-level credits including 6 credits of PHIL.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	15
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Identify the major theses of the principal classical Chinese thinkers/schools.
2. Assess the major challenges to each classical Chinese thinker/school.
3. Analyze central Chinese philosophical concepts, including *Dao* (道), the *yin-yang* cosmology*, dé* (德)*, yóu* (遊), *li* (礼), *xiao* (孝順), *yi* (義), and *wu-wei* (無爲).
4. Explain the importance of including non-eurocentic sources in philosophy, including Indian, Indigenous, and Chinese sources.

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

Final exam: 15%	Assignments: 65%	Quizzes/tests: 20%

Details:

Assignments may include:

- Argumentative essays (20% + 30%)
- In-class writing assignments: 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	Van Norden, B. W.	Introduction to Chinese Philosophy. Hackett.	2011
2.	Textbook	Ivanhoe, P. & Van Noorden, B.W.	Readings in Classical Chinese Philosophy (2nd ed)	2001
3.	Textbook	McCall, C. & McReynolds, P.	Decolonizing American Philosophy	2021
4.				
5.				

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

Course Content and Topics

- Comparative philosophy
- The Yi Jing & *yin-yang*
- Kongzi (Confucius)
- Mengxi (Mencius)
- Hsün Tzu (Xunzi)
- Mo Tzu (Mozi)
- Lao tzu (Laozi)
- Zhuangzi
- Han Fei Tzu
- Chinese Buddhism
- Decolonizing philosophy: Chinese, Indian, and Indigenous philosophical traditions

Memo for New Course: PHIL 355

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: Proposal for new course PHIL 355: Indigenous Philosophy

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):

   Philosophy departments in North America have principally focussed on European and North American thinkers and controversies. UFV Philosophy has included some non-Western sources in courses, but our program is still heavily weighted with Western philosophy. This course is intended to move towards correcting this; it is part of a project to broaden and decolonize philosophy. In addition, since the course is being offered on unceded territory, it is important to create spaces for students to investigate the many philosophical traditions of Turtle Island.

   This course will serve as an option to fulfill the requirement for non-Western philosophy in the program requirements for Philosophy major.

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

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):

   The course will address all of the ILOs: it will develop information capacity, through research (ILO #1); it requires critical and imaginative analysis, including hermeneutical engagement with historical texts and ideas that—for most students—will be from outside their "home" culture (ILO #2); it will demand the proficient use of knowledge and skills (ILO #3); it not only will help to initiate inquiries and solutions to problems, but will help to reconceive those problems, sometimes suggesting new problems (ILO #4); it will promote effective communication both orally and in writing (ILO #5); it requires self-motivated and reflective learning (ILO #6); it will clearly contribute to the understanding of diversity implicit in the ILO regarding collaborative leadership (ILO #7); PHIL 355 insists on ethical engagement with others, specifically those from other cultural backgrounds (ILO #8); it is focussed on developing capacities to engage in the world with a deep understanding of (some) diverse cultural traditions (ILO #9); finally, the focus, as in most philosophy, is to integrate content and methods across all aspects of one's life (ILO #10).

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

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

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

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).

   The creation of PHIL 355 is an active part of indigenizing academic philosophy. The course focuses on learning from philosophical traditions that have, historically, been given short shrift in academic philosophy. The content of the course draws from Indigenous scholars on an array of philosophical sub-areas (epistemology, philosophy of science, metaphysics, ethics, social and political philosophy). It highlights how Indigenous philosophical traditions challenge many assumptions in Western philosophy. The course provides an opportunity to investigate and challenge settler colonial assumptions about knowledge production. As much as possible, the course will invite guest-lecturers and Indigenous knowledge keepers.

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

   The creation of PHIL 355 is specifically intended to contribute to diversity and inclusion principles at UFV. This course offers a range of assignments to reflect students' different needs and abilities. In addition, students will be encouraged to incorporate diverse ways of expressing their knowledge and satisfying the learning outcomes. The major assignments will permit—even encourage—ways of displaying understanding, analysis and assessment that do not wholly rely on the standard academic paper. Visual or performative artwork will be encouraged if it satisfies the learning outcomes.

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:

   50-100$ in books

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** February 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.

Course Code and Number: PHIL 355	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Indigenous Philosophy **Course Short Title:** Indigenous Philosophy	
Faculty: Faculty of Humanities	**Department (or program if no department):** Philosophy

Calendar Description:

Introduces issues, arguments, and methods of Indigenous philosophical traditions. Examines different areas of philosophy, including metaphysics, epistemology, ethics, and social and political philosophy.

Prerequisites (or NONE):	45 university-level credits including (6 credits of PHIL) or (3 credits of PHIL and 3 credits of IPK).
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*

Former course code/number:

Cross-listed with:

Equivalent course(s):

(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.)

Typical Structure of Instructional Hours

Lecture/seminar	45
Tutorials/workshops	
Total hours	**45**

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes

Course Details

Special Topics course: **No**
(If yes, the course will be offered under different letter designations representing different topics.)

Directed Study course: **No**
(See policy 207 for more information.)

Grading System: **Letter grades**

Delivery Mode: **May be offered in multiple delivery modes**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See **bctransferguide.ca**.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	November 11, 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	February 24, 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. Define metaphysical commitments in both Indigenous and Western philosophical traditions.
2. Evaluate prominent debates within Indigenous philosophy.
3. Compare Indigenous and Western philosophical frameworks.
4. Articulate reasoned responses to issues in Indigenous philosophy.
5. Apply Indigenous philosophical frameworks to contemporary local problems.

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

Assignments:	90%		
Holistic assessment:	10%		%

Details:

Assignments may include:

- Options of class presentation, editorial assignment, video presentation, digital storytelling, or poster presentation (20%)
- Student learning journal entries (15%)
- Class discussion leader (10%)
- Midterm essay (15%) and draft (5%)
- Final essay (25%)

Holistic assessment: Reflection on learning

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	Anne Waters	*American Indian Thought: Philosophical Essays*	2004
2.	Textbook	V. F. Cordova	*How It Is: The Native American Philosophy of V. F. Cordova*	2007
3.	Textbook	Andrea Sullivan-Clarke	*Indigenous Philosophies of Turtle Island*	2023
4.	Textbook	Leanne Simpson	*As We Have Always Done*	2017
5.	Textbook	Vine Deloria Jr and Daniel Wildcat	*Power and Place*	2001
6.	Textbook	Brian Burkhart	*Indigenizing Philosophy Through The Land: A Trickster Methodology for Decolonizing Environmental Ethics*	2019
7.	Textbook	Lee Maracle	*Memory Serves*	2015

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

Course Content and Topics

- Introduction to Western and Indigenous philosophies
- Indigenous epistemology: truth and relationships
- Indigenous philosophy of science: materialism and Indigenous ways of knowing
- Indigenous metaphysics: power and place
- Indigenous ethics: responsibility and respect
- Indigenous social and political philosophy: recognition and resurgence

Memo for Program Changes

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: November 28, 2022

Subject: Program change (Philosophy major)

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

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☒ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☒ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):

   - We are changing the major requirements for a few reasons. The first is to update the requirements to better reflect current course offerings and the strengths of the PHIL faculty. The second is to create a new major requirement in non-Western philosophy so that the major better reflects efforts at indigenization and internationalization. The third is to create more flexibility for students to complete the major requirements in a timely manner. The fourth is to separate lower and upper-level courses in the major requirements.

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

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

   Philosophy departments in North America have principally focussed on European and North American thinkers and controversies. UFV Philosophy has included some non-Western sources in courses, but our program is still heavily weighted with Western philosophy. The creation of new major requirement in non-Western philosophy is intended to move towards correcting this; it is part of a project to broaden and decolonize philosophy.

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

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

The changes to the major requirements create more opportunities for students to complete the major requirements in a timely manner by adding more courses to satisfy core requirements (especially in 'Introductory courses' and 'Upper-level courses'). As such, we do not predict that these changes will impede current students from graduating.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The current 'History' requirement will be separated into three categories:

- History of Western Philosophy: 2 of 250, 251a, 251b
- Philosophical Traditions: 1 of 351, 352
- Non-Western Philosophy: 1 of 312, 353, 354, 355, IPK 386

The three sub-categories total 4 courses (12 credits total).

- We are broadening our 'Introductory courses' requirement. We are giving students more options of 1st and 2nd year courses to satisfy the requirement (they must take 4 courses out of 6 options). The list includes all our new and current 1st and 2nd year courses. We have created a new introductory level course (PHIL 101: Introduction to Philosophy) that provides an overview of the sub-fields in Philosophy and the courses offered in the Philosophy department to better inform students about possible areas of study. Since Philosophy courses are not regularly taught in high schools, we wanted to create an introductory level course to give students a sense of the kinds of topics and methodologies in Philosophy.

- We are adding one course (PHIL 320: Contemporary Metaphysics and Epistemology) as an option to satisfy the 'Philosophical Theory' requirement to give students more opportunities to fulfil major requirements. The total number of courses for the requirement (2 courses, 6 credits) is unchanged.

- We have changed the heading 'Applied Philosophy' to a general 'Upper-level courses' requirement. This requirement includes all remaining 3rd and 4th year courses (which were previously categorized as 'Philosophical Theory' and 'Applied Philosophy'). The total number of courses for the requirement (3 courses, 9 credits) is unchanged. This recategorization better reflects current course offerings and allows students more flexibility to develop their own areas of specialization.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

Philosophy major

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a major. Credit requirements are dependent on completion of courses in each of the following areas. Students must complete a minimum of 18 lower-level course credits and a minimum of 30 upper-level credits.

Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Introductory courses

Course	Title	Credits
Four of:		12
PHIL 100	Reasoning: An Introduction to Critical Thinking	~~3~~
PHIL 101	Introduction to Philosophy	
PHIL 110	Introduction to Ethics and Moral Problems	~~3~~
PHIL 120	Knowledge and Reality	~~3~~
PHIL 210	Introduction to Political Philosophy	
PHIL 240	Philosophy of Religion	

History of Western Philosophy

Course	Title	Credits
Two of:		6
PHIL 250	History of Western Philosophy: Ancient Greek Philosophy	
PHIL 251A	Rationalism and Early Modern Philosophy	~~3~~
~~or~~ PHIL 251B	Empiricism and Early Modern Philosophy	

Philosophical Traditions

Course	Title	Credits
One of:		3
PHIL 351	History of Continental Philosophy	
PHIL 352	History of Analytic Philosophy	

Non-Western Philosophy

Course	Title	Credits

One of:		3
PHIL 312	Contemporary Political Philosophy: Recognition and Resurgence	
PHIL 353	Classical Indian Philosophy	
PHIL 354	Classical Chinese Philosophy	
PHIL 355	Indigenous Philosophy	
IPK 386	Indigenous Worldviews of Turtle Island	

Logic

Course	Title	Credits
PHIL 300	Symbolic Logic in Context	3

Philosophical theory

Course	Title	Credits
PHIL 315	Contemporary Ethical Theory	3

or PHIL 320~~ 480~~	Contemporary Metaphysics and Epistemology~~Selected Topics in Morality and Politics~~	

~~Applied Philosophy~~

~~Course~~	~~Title~~	~~Credits~~
~~Three of:~~		~~9~~
~~PHIL 230~~	~~Philosophy of Law~~	~~-~~
~~PHIL 240~~	~~Faith and Reason: Philosophy of Religion~~	~~-~~
~~PHIL 305~~	~~Philosophy of Decision Making and Dispute Resolution~~	~~-~~
~~PHIL 310~~	~~Ethics and Public Policy~~	~~-~~
~~PHIL 318~~	~~Environmental Ethics~~	~~-~~
~~PHIL 323~~	~~Philosophical Issues in the Social Sciences: Values, Objectivity, and Neutrality~~	~~-~~
~~PHIL 360~~	~~Special Topics: Contemporary Issues for Philosophical Analysis~~	~~-~~
~~PHIL 362~~	~~Philosophy of Education~~	~~-~~

~~PHIL 364~~	~~Philosophy of Childhood~~	-
~~PHIL 367~~	~~Philosophy for Counsellors~~	-
~~PHIL 412~~	~~Corporations, Globalization, and Ethics (formerly PHIL 312)~~	-

Upper-level courses

Course	Title	Credits
Three of:		9
PHIL 308	Philosophy of Gender and Sexuality	
PHIL 309	Feminist Philosophy	
PHIL 318	Environmental Ethics	
PHIL 322	Philosophy of Mind	
PHIL 362	Philosophy of Education	
PHIL 364	Philosophy of Childhood	

PHIL 365	Teaching Children Philosophy	
PHIL 375	Death, Desire, and Art in Continental Thought	
PHIL 412	Corporations, Globalization, and Ethics	
PHIL 425	20th Century Continental Philosophy	
PHIL 426	Contemporary Analytic Philosophy	
PHIL 480	Selected Topics in Morality and Politics	
PHIL 481	Selected Topics in Epistemology and Metaphysics	
PHIL 482	Selected Topics in the History of Philosophy	
PHIL 483	Selected Topics in Philosophy	
	Plus: 9 credits of upper-level PHIL courses (One course cannot satisfy more than one requirement)	

Memo for Program Changes

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: January 26, 2022

Subject: Program change (Philosophy Extended Minor)

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

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):

   - We are changing the requirements of the Extended minor to make it cohesive with the changes to the major. We have added a new 100-level course (PHIL 101) as an option to satisfy the Lower-level requirement.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to indigenizing the curriculum?
5. Will additional resources be required? If so, how will these costs be covered?
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
7. The change to the extended minor requirements creates an additional course to satisfy the Lower-level requirement. As such, we do not predict that these changes will impact current students from graduating.

8. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

N/A

9. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
10. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
11. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

Philosophy extended minor

This section specifies the extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** an extended minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 18 credits

Course	Title	Credits
Six of:		**18**
PHIL 100	Reasoning: An Introduction to Critical Thinking	~~3~~
PHIL 101	Introduction to Philosophy	
PHIL 110	Introduction to Ethics and Moral Problems	~~3~~
PHIL 120	Knowledge and Reality	~~3~~

PHIL 210	Contemporary Issues in Morality and Politics	
PHIL 240	~~Faith and Reason: Philosophy of Religion~~Philosophy of Religion	
PHIL 250	History of Western Philosophy: Ancient Greek Philosophy	
PHIL 251A	Rationalism and Early Modern Philosophy	
PHIL 251B	Empiricism and Early Modern Philosophy	

Upper-level requirements: 15 credits

Course	Title	Credits
	15 credits of upper-level PHIL	15

Memo for Program Changes

To: Linda Pardy
From: Anna Cook, Department Chair, Philosophy
Date: January 26, 2022

Subject: Program change (Philosophy Minor)

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

   ☐ Program revision that requires new resources
   ☒ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☐ Other – Please specify:

2. Rationale for change(s):

   - We are changing the requirements of the minor to make it cohesive with the changes to the major. We have added a new 100-level course (PHIL 101) as an option to satisfy the Lower-level requirement.

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

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

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

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
   The change to the minor requirements creates an additional course to satisfy the Lower-level requirement. As such, we do not predict that these changes will impact current students from graduating.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

N/A

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

Philosophy minor

This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Lower-level requirements: 12 credits

Course	Title	Credits
Four of:		12
PHIL 100	Reasoning: An Introduction to Critical Thinking	
PHIL 101	Introduction to Philosophy	
PHIL 110	Introduction to Ethics and Moral Problems	
PHIL 120	Knowledge and Reality	
PHIL 210	Contemporary Issues in Morality and Politics	
PHIL 240	~~Faith and Reason:~~ Philosophy of Religion	
PHIL 250	History of Western Philosophy: Ancient Greek Philosophy	

PHIL 251A	Rationalism and Early Modern Philosophy	
PHIL 251B	Empiricism and Early Modern Philosophy	

Upper-level requirements: 15 credits

Course	Title	Credits
	15 credits of upper-level PHIL	15

Memo for Program Changes

To: Business and Computing Faculty Council

From: Carl Janzen

Date: Dec 16, 2022

Subject: Removal of minimum C grade requirement on all upper-level credits towards BCIS

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

   ☐ Program revision that requires new resources
   ☐ Addition of new course options or deletion or substitution of a required course
   ☐ Change to the majority of courses in an approved program
   ☐ Change to the duration, philosophy, or direction of a program
   ☐ Addition of a new field of specialization, such as a concentration
   ☐ Change in requirements for admission
   ☐ Change in requirements for residency or continuance
   ☐ Change in admission quotas
   ☐ Change which triggers an external review
   ☐ Deletion of a program not included in the Program Discontinuance policy
   ☒ Other – Please specify: removal of minimum C grade requirement for upper level CIS and COMP courses in BCIS.

2. Rationale for change(s): Currently, if students receive a grade below a C in an upper-level CIS or COMP course, they have to repeat or take additional course(s) to replace the low grade(s), which has meant in some cases that students have been required to extend their studies unexpectedly after one poor grade. With the change to an overall 2.0 CGPA in the upper-level CIS/COMP course requirements, this will allow students to have some lower grades but with the flexibility that they can still use the course(s) provided their other upper-level CIS/COMP course grades average at least a 2.0 CGPA overall. This will also align the BCIS degree with multiple degree programs at UFV that already require the same upper-level 2.0 CGPA for program graduation requirements.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to Indigenizing the curriculum? This change decreases the risk to program completion for students pursuing studies in other areas such as Indigenous people's knowledge.
5. Will additional resources be required? If so, how will these costs be covered? N/A
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
   Students are less likely to unexpectedly require an additional semester to complete the credential.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? N/A
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) N/A
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. N/A

Bachelor of Computer Information Systems

Program requirements

In order to complete the BCIS degree, students are required to complete 38 courses with a cumulative value of approximately 122 credits.

Upper-level CIS and COMP courses used to satisfy degree requirements must be completed with a minimum CGPA of 2.0. ~~grade of C or better in order to be counted for credit towards the degree.~~

MEMO

TO: Samantha Pattridge, Chair, UEC

FROM: David Johnston, University Registrar

DATE: February 16, 2023

RE: Suspension of the Applied Management Concentration

BACKGROUND

The School of Business has found that it is unable to maintain the Applied Management concentration created primarily for Bachelor of Integrated Studies students due to low course enrolments and a lack of resources to ensure needed courses are offered. The School of Business is seeking to suspend admission to the concentration to provide time to review the program viability and work with the College of Arts on options for students. While the review is undertaken, they have committed to offering MGMT courses through to the end of Fall 2023 and will provide alternative courses to students enrolled in the concentration who have not completed by the end of 2023.

The Dean of Business and Computing and the Dean of the College of Arts are in support of the suspension and review.

Additional information is on the attached

MOTION:
That UEC recommends a two-year suspension of the Applied Management concentration

Attachments:

1) SBC Memo BIS Applied Mgt suspension

UNIVERSITY OF THE FRASER VALLEY
PROGRAM DEVELOPMENT & QUALITY ASSURANCE

MEMO

TO: SBC, UEC

From: Claire Carolan, Associate Director PDQA

RE: Program Suspension: BIS, Applied Management Concentration, College of Arts/School of Business

DATE: February 10, 2023

The proposal for suspension of the BIS, Applied Management concentration was first brought forward to SBC on January 26, 2023, and subsequently returned to the proponents for further clarification. This proposed suspension is complicated for several reasons. Firstly, the Applied Management concentration (which was implemented in Fall 2021) is not a concentration, as it sits within the Bachelor of Integrated Studies, which is a degree without a major. If, we consider the concentration which is comprised of 24 credits as a full program, the request for suspension would be covered under Policy 222, Program Suspension and Discontinuance. If we consider that it is part of a larger program, then it would be dealt with under policy 21, Undergraduate Course and Program Approval. If we consider the program as presented as a concentration it is still complicated by the following gaps in policy 21, Undergraduate Course and Program Approval and policy 222, Program Suspension and Discontinuance. As it is neither, we have been trying to establish how to proceed as the request to suspend is not without merit.

Under the scope of policy 222, it states “This policy does not apply to discontinuance or suspension of a specific focus embedded within a program (e.g., a concentration within a major), which is treated as a program revision under the Undergraduate Course and Program Approval policy (21) or Graduate Course and Program Approval policy (209).” As such the request for suspension of a concentration is not applicable under the typical procedures for most programs.

The scope of policy 21, "applies to all new courses and programs and changes to existing courses and programs." The deletion of a program qualifies as a major program change under page 10 of the *Procedures for Undergraduate Program and Course Approval Appendix to Policy 21*, "addition or deletion of a specialization (e.g., concentration under a major)". There is no provision for the suspension of a concentration, only the deletion.

The omission of "concentrations" from Policy 222, Program Suspension and Discontinuance and "suspension" from Policy 21, Undergraduate Course and Program Approval creates a policy and procedural grey area.

Due to the BIS Applied Management Program being a Senate approved program it was suggested at SBC that the proposal be sent to UEC first, in keeping with section Policy 21 Section 4.

> Major changes to programs require the approval of Senate. Minor changes are approved by UEC and sent to Senate for information. What constitutes a minor or major program change will be determined by Senate upon recommendation by UEC.

The Dean of the Faculty of Business and Computing submitted the Proposal for Program Suspension to UEC Screening where it was reviewed on January 30, 2023. It was agreed that the urgent matter at hand was in suspending student intake for the program. The Registrar and Associate Vice-President Enrolment Management, who sits on UEC Screening suggested that to mitigate the grey area in the existing policies a letter be sent from his office to the provost's office requesting an immediate emergency suspension of the concentration. Further discussion between the Registrar, the Associate Director, PDQA and the acting Provost led to the following steps being implemented to suspend the BIS Applied Management Program for a period of two years:

1. Emergency suspension of student intake initiated by the Registrar and Associate Vice President Enrolment Management.
2. UEC Screening Subcommittee approved for proposal distribution through CWC. (01/26/2023)
3. CWC distribution of proposal. (02/01/2023)
4. UEC and SBC review and recommend to Senate
5. Senate
6. Following Senate approval, UEC Assistant confirms that proposal has final approval and updates the calendar.

MEMO

To: David Johnston, Registrar & Associate Vice President, Enrolment Management; Samantha Pattridge, UEC Chair

From: David McGuire, Associate Vice President, International

CC: Amanda Grimson, UEC Assistant; Yalda Ahmadi, Associate director, Marketing & Applicant Relations (UFV International); Sarah Graham, Senior Associate Registrar

Date: 2023-02-15

Re: Acceptance of the DuoLingo English Proficiency Test

Since the COVID-19 pandemic upended international students' ability to take in-person English proficiency tests such as the IELTS, UFV has allowed students to submit the more accessible DuoLingo English Test as sufficient proof of English proficiency level. The various cut-off scores and UFV's English Language Proficiency Values (ELPV) were adopted as follows:

DET Score 70-79: Entry 050-level (Intermediate)
DET Score 80-89: Entry to 060-level (Advanced I)
DET Score 90-99: Entry to 070-level (Advanced II)
DET Score 100-109: Entry 080-level (Academic)

A DET score of 110 was considered an acceptable English proficiency metric on a temporary basis for the degree/diploma level English proficiency.

Since the first temporary adoption of the test, more students have submitted scores as part of their Admissions process. Institutional Research & Planning has done an analysis on these.

Here is how Aidan Gibbons, Business Intelligence Developer in IRP, classified the data:

- This data includes only New to UFV international students, since Fall 2020.
- Data is only for the academic terms (01, 05, 09).
- Only students in a Bachelor Degree or Diploma program.
- Only students who have an ELPV score of 100 before the start of their first semester.
- Students are categorized by if they had a Duolingo score of at least 110 (Duolingo Score >= 110) and all other students in the data (All Others).
- GPA data is only the undergraduate level GPA from the student's first term at UFV
- Students who have no GPA in their first term have been excluded.
    - These can be cases where students are registered through stable date, but withdraw from all of their courses, so they have no GPA since withdraws are not part of the GPA calculation. For reference, there was a small proportion of these "no GPA" students in the data, 6 with a Duolingo score of at least 110 and 44 all other students.
    - These can also be students who are new in Winter 2023, since all of these students do not yet have any grades.

Given the above data definitions, here are the results:

Credential Type	Student Type	# of Students	1st Term Credit Level GPA
Bachelor Degree	DET Score >= 110	54	2.95
	All Others	636	2.97
Diploma	DET Score >= 110	46	3.00
	All Others	611	2.75

Given the results of this analysis suggesting that students entering UFV with a DuoLingo English Test tend to perform as well as those who enter via other EP metrics, coupled with the accessibility (convenience/location and cost), we are asking that UEC consider approving the DuoLingo English Test as a metric for demonstrating English proficiency (on a permanent/non-temporary basis).

Thank you for your consideration.

David McGuire
Associate Vice President, International

UNIVERSITY OF THE FRASER VALLEY

Number 86
Effective Date YYYY-MM-DD
Next Review Date YYYY-MM-DD

COURSE REPEAT

Approval Authority	Senate
Responsible Executive	Provost and Vice President, Academic
Related Policies / Legislation	Grading System (101)

PURPOSE

This policy establishes a limit on the number of times a student may register in a given course at the University of the Fraser Valley.

SCOPE

This policy applies to students who wish to re-register for UFV courses, excluding Continuing Education courses that are not applicable to a credential. The policy does not address limits on the number of individual courses that may be repeated in certain programs; such limits will be stated in the UFV academic calendar.

DEFINITIONS

In this policy, the following definitions apply:

Course repeat: A re-registration in a given UFV course or an equivalent UFV course, when the student is currently registered, for credit or audit, or was previously registered and received a grade, including but not limited to any letter grade, F (fail), NCR (no credit), W (withdrawal), AU (audit), or CR (credit).

Grade point average (GPA): A numerical average of course grades.

Special topics: a course that permits individual sections to be taught on different related topics that are not covered in other UFV courses. Each separate offering of a special topics course will be distinguished with an alphabetical identifier after the course number (e.g. BUS 307C, BUS 307D). Each iteration of a special topics course is considered a distinct course provided the letter designation differs.

Commented [SP1]: The first sentence here is the "official" definition for special topics; the second and third are needed for this policy. Do they belong here or in the policy or regulations?

POLICY

Students may choose to repeat courses to enhance skills and learning~~,~~ or to improve their grades and/or their UFV grade point averages. To maximize student success and to increase

access to courses for all students, UFV sets a limit on the number of times a student~~s~~ may attempt a given course.

A student may not typically register more than three times in a given course.~~A student may not register in a UFV course more than twice without permission of the department head/director for the discipline, or their designate.~~

REGULATIONS

Unless otherwise specified in the official course ~~description~~outline, UFV courses may be taken for credit only once. When a course may be taken for credit more than once, all attempts that result in further credit will be included in the UFV GPA and the ~~one~~ course repeat limit will not apply.

For courses that may be taken for credit only once, only ~~one~~ two repeats of the course ~~is~~ are permitted. ~~unless permission to exceed the repeat limit has been given by the department head/director or designate for the discipline.~~ The course repeat limit is enforced during registration.

Petition for fourth and final attempt: Students may petition to register in a course for a fourth and final attempt if the following applies:

- The course is a program requirement, and
- Serious mitigating factors impeded the student's ability to be successful in one or more of the first three attempts. These include:
  - Documented physical or mental health concerns.
  - Documented significant illness of a family member for which the student was required to provide caregiving.
  - Documented evidence of a personal circumstance which significantly hindered the student's ability to be successful, such as the impacts of a natural disaster (including housing insecurity, financial insecurity, etc.), the death of an immediate family or household member, or other.

The petition will include a plan that demonstrates the student will have a reasonable chance of success in the course.

The petition for a fourth attempt will be considered by a committee consisting of the area Dean, the program Department Head, and the Executive Director, Student Academic Affairs or designate. The committee may impose conditions upon successful petitioners.

All course attempts and grades will appear on the transcript, but only the higher of the grades will be counted in the UFV grade point average (GPA) as per Grade Point Average policy.