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

AGENDA
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Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

7 - 12 **2.1.** UEC draft minutes: February 24, 2023

MOTION: To approve the draft minutes as presented.

3. COURSES AND PROGRAMS

13 - 60 **3.1. Health Studies**

Changes to program requirements: LPN Access to Bachelor of Science in Nursing

New course: NURS 214, Health and Wellness I: Acute and Chronic Care
New course: NURS 215, Professional Nursing I: Ethics and Legal Concepts
New course: NURS 216, Nursing Practice I: Mental Health and Surgical
New course: NURS 314, Health and Wellness II: Childbearing/Pediatric: Person and Families
New course: NURS 315, Professional Nursing II: Research and Ethics
New course: NURS 316, Nursing Practice II: Childbearing/Pediatric: Person and Families
New course: NURS 324, Health and Wellness III: Community Health
New course: NURS 325, Professional Nursing III: Community Leadership
New course: NURS 326, Nursing Practice III: Community
New course: NURS 414, Health and Wellness IV: Acute and Complex Care
New course: NURS 415, Professional Nursing IV: Leadership and Ethics in Complex Settings
New course: NURS 416, Nursing Practice IV: Acute Medicine and Complex Care
New course: NURS 426, Nursing Practice V: Preceptorship

MOTION: To approve the NURS course outlines as presented.
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MOTION: To recommend approval of the changes to the LPN Access to Bachelor of Science in Nursing program requirements as presented, effective September 2023.

61 - 70 **3.2. Kinesiology**
Changes to entrance requirements: Bachelor of Kinesiology

MOTION: To recommend approval of the Bachelor of Kinesiology entrance requirements as presented.

71 - 80 **3.3. Child, Youth, and Family Studies**
Review with changes: CYC 330
Changes including prerequisites and pre/corequisites: CYC 410

MOTION: To approve the CYC course outlines as presented.

81 - 85 **3.4. Indigenous Studies**
Changes including equivalent courses: IPK 100

MOTION: To approve the IPK 100 course outline as presented.

86 - 114 **3.5. Political Science**
Changes including prerequisites: POSC 321, 324
New course: POSC 307, Government and Business
New course: POSC 357, Guns and Politics

MOTION: To approve the POSC course outlines as presented.

115 - 132 **3.6. Psychology**
Review with changes including title: PSYC 408, 499
Review with changes including prerequisites: PSYC 490
Review with changes including title, prerequisites, credits, and total hours: PSYC 498

MOTION: To approve the PSYC course outlines as presented.

133 - 140 **3.7. Applied Business Technology**
New course: ABT 188, Capstone

Changes to entrance and program requirements: Applied Business Technology certificate

MOTION: To approve the ABT 188 course outline as presented.

MOTION: To recommend approval of the changes to the Applied Business Technology certificate as presented, effective September 2023.

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141 - 149 **3.8. Business**

New course: BUS 315, Cultivating Positive Workplaces

Changes to program requirements: Human Resource Management major

MOTION: To approve the BUS 315 course outline as presented.

MOTION: To approve the changes to the Human Resource Management major as presented, effective September 2023.

150 - 173 **3.9. Communications**

Discontinuation: CMNS 120, CMNS 300/JRNL 300
New course: CMNS 201/JRNL 201, Foundations of Journalism Practice
Change to course prerequisites: CMNS 301/JRNL 301, CMNS 312
New course: CMNS 311, Investigative Reporting
New course: CMNS 499, Special Topics in Journalism Practice
Review with changes including prerequisites: CMNS 490

MOTION: To approve the discontinuation of CMNS 120 and CMNS 300/JRNL 300 as presented.

MOTION: To approve the CMNS course outlines as presented.

174 - 189 **3.10. Culture, Media, and Society**

New course: ANTH 399, Special Topics in Anthropology II

Changes to program requirements: Essentials of Journalism associate certificate

MOTION: To approve the ANTH 399 course outline as presented.

MOTION: To approve the changes to the Essentials of Journalism associate certificate program requirements, effective September 2023.

190 - 195 **3.11. Criminology and Criminal Justice**

Discontinuation: CRIM 261, 262, 263, 264, 291, 292, 293, 295, 296, 299, 391, 392, 394

Change to program requirements: Bachelor of Arts (Criminal Justice)

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

MOTION: To approve the changes to the Bachelor of Arts (Criminal Justice) as presented, effective September 2023.

196 - 233 **3.12. Global Development Studies**

New course: GDS 320, Decolonizing Aid and Development
New course: GDS 370, Fundamentals of Global Health and Development

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Discontinuation: GDS 270

Changes to program requirements: Bachelor of Arts in Global Development Studies
Changes to program requirements: Global Development Studies extended minor and minor

MOTION: To approve the GDS course outlines and discontinuation of GDS 270 as presented.

MOTION: To recommend approval of the changes to the Bachelor of Arts in Global Development Studies, Global Development Studies extended minor, and Global Development Studies minor program requirements as presented, effective September 2023.

234 - 241 **3.13. Modern Languages**
Changes to program requirements: Spanish Language and Culture minor

MOTION: To approve the changes to the Spanish Language and Culture minor as presented, effective September 2023.

242 - 256 **3.14. History**
New course: HIST 116, Modern East Asia: From 1600 to Recent Times

Change to program requirements: History major and extended minor

MOTION: To approve the HIST 116 course outline as presented.

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

257 - 285 **3.15. Media Arts**
Review with changes: MEDA 100, 260
Review with changes including title and prerequisites: MEDA 350
Review with changes including prerequisites: MEDA 360
New course: MEDA 403, Media Arts Integrated Project

Changes to program requirements: Bachelor of Media Arts

MOTION: To approve the MEDA course outlines as presented.

MOTION: To approve the changes to the Bachelor of Media Arts program requirements as presented, effective September 2023.

286 - 319 **3.16. Peace and Conflict Studies**
New course: PACS 201, Equity-Based Dialogue and Engagement
New course: PACS 202, Introduction to Mediating Conflict
New course: PACS 300, Religion, Violence, and Peacebuilding

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Changes including prerequisites: PACS 310

Changes to program requirements: Peace and Conflict Studies major and minor

MOTION: To approve the PACS course outlines as presented.

MOTION: To approve the changes to the Peace and Conflict Studies major and minor as presented, effective September 2023.

320 - 330

3.17. Social Work and Human Services

Discontinuation: HSER 196
Review with changes: SOWK 210

Change to program requirements: School and Community Support Worker certificate
Change to entrance requirements: Bachelor of Social Work

MOTION: To approve the discontinuation of HSER 196 as presented.

MOTION: To approve the SOWK 210 course outline as presented.

MOTION: To approve the changes to the School and Community Support Worker certificate program requirements as presented, effective September 2023.

MOTION: To recommend approval of the Bachelor of Social Work entrance requirements as presented.

331 - 339

3.18. Environmental Studies

Changes to program requirements: Bachelor of Environmental Studies
Changes to program requirements: Bachelor of Environmental Studies (Natural Sciences)

MOTION: To approve the changes to the Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Sciences) as presented, effective September 2023.

340 - 344

3.19. Trades

Name change: Cabinetmaking (Joinery) certificate (formerly Joinery certificate)

MOTION: To recommend that the Joinery certificate be renamed the Cabinetmaking (Joinery) certificate as presented, effective September 2023.

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. APPC report

4.2. Senate report

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4.3. Senate Teaching and Learning Committee report

4.4. Policy Subcommittee report

5. INFORMATION ITEMS

345 **5.1. Culture, Media, and Society**
Change to program requirements: Sociology/Anthropology major and Sociology major

5.2. Minor course changes
STAT 450/MATH 450

5.3. Program suspensions
Suspended for two years: Applied Management concentration, Bachelor of Integrated Studies
Suspended for two years: English Language Studies
Suspended for two years: Migration and Citizenship graduate certificate and diploma

6. ADJOURNMENT

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

February 24, 2023
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Donna Alary, Teresa Arroliga-Piper, Claire Carolan, Vlad Dvoracek, Olivia Jackson, Carl Janzen, Bobby Jaswal, Nicholas Johnson, Amber Johnston, David Johnston, Selena Karli, Dana Landry, William Maher, David McGuire, Samantha Pattridge, and Ravneet Sohal
ABSENT:	Ian Affleck, Courtney Boisvert, Shirley Hardman, Claire Hay, Randy Kelley, Catherine Liao, Linda Pardy, Vanessa Radzimski, and Shel Stefan
GUESTS:	Chris Campbell, Anna Cook, Peter Geller, Sarah Graham, Zina Lee, Sheryl MacMath, Chantelle Marlor, Nicola Mooney, Marlene Murray, John Pitcher, Ben Vanderlei
RECORDER:	Amanda Grimson

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: January 27, 2023

MOTION:
To approve the draft minutes as presented.
CARRIED

3. COURSES AND PROGRAMS

3.1. Adult Education
Review with changes including prerequisites: ADED 210, 350

MOTION:
To approve the ADED course outlines as amended:
- ADED 210 prerequisites changed to "One of CMNS 125, CMNS 175, EDUC 100, ENGL 105, ENGL 108, or ENGL 170."

CARRIED

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.
CARRIED

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.
CARRIED

MOTION:
To approve the discontinuation of the HOEV courses as presented.
CARRIED

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.
CARRIED

3.5. Criminology and Criminal Justice
Discontinuation: CRIM 417

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

3.6. English
Review with changes: ENGL 374

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

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.
CARRIED

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).
CARRIED

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

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

The course outline form may need to include guidance about verifying textbook availability with the Library.

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

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

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

3.10. Education

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.
CARRIED

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

MOTION:

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

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

Some of the memos and the program calendar copy include PHIL 312, which was changed to PHIL 311 during the approval process. All instances of PHIL 312 will be updated to PHIL 311.

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

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

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 amended, effective September 2023:

- "minimum CGPA of 2.0" will be changed to "minimum GPA of 2.00"

CARRIED

3.13. Integrated Studies

Program suspension: Applied Management concentration, Bachelor of Integrated Studies

Students currently admitted to this concentration will likely need to take alternative courses in order to complete the program.

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

3.14. History
New course: HIST 116, Modern Eat Asia: From 1600 to Recent Times

This course has not yet been reviewed by the UEC Screening Subcommittee or CWC, but the College of Arts requested that UEC consider an exception to the course approval process so that the course can be added to the summer timetable. UEC recommended that this instead be offered as a special topics course until the full approval process can be completed.

4. OTHER BUSINESS/DISCUSSION ITEMS

4.1. English Language Proficiency Requirements: Duolino

The proposal was to allow a Duolingo score of 110 to meet the Degree/diploma-level English language proficiency standards. There was some discussion about supporting data and what area(s) should be responsible for this type of change. As the English Language Proficiency Requirement policy (99) is currently under review, the committee opted to extend the current use of Duolingo scores until this is complete.

MOTION:
To continue using the existing Duolingo test scores until such time as the English Language Proficiency policy revisions are complete.

4.2. Policy Subcommittee report
Draft policy: Course Repeat policy (86)

A draft of the policy was circulated for feedback. This will go on to the Senate Governance Committee after some additional revisions by the UEC Policy Subcommittee.

4.3. APPC report

There was no report this month.

4.4. Senate report

Senate has approved the addition of a fall reading break around Remembrance Day, beginning in September 2023.

4.5. Senate Teaching and Learning Committee report

STLC had a joint meeting with the Teaching and Learning Advisory Council in February to discuss the ILOs.

5. INFORMATION ITEMS

5.1. Program suspensions and discontinuations

Discontinued: Mennonite Studies certificate

6. ADJOURNMENT

The meeting was adjourned at 12 pm.

Memo for Program Changes

To: UEC

From: (Samantha Hampton PWG Chair, Shellie Steidle, Director of Health Studies) and Health Sciences Faculty Council

Date: November 21, 2022

Subject: Program change (LPN access program)

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: **Program name for reference and calendar: LPNA to BSN**

2. **Rationale for change(s):**

   The Ministry of Advanced Education Skills and Training (MAEST) has approved 16 additional seats to our LPN to BSN access program. The current 8 LPN Access seats in our BSN program no longer reflect the changes to the provincial curriculum for LPNs. The LPN curriculum is more robust and longer in length therefore, the seat expansion is an opportunity to combine the current 8 plus additional 16 seats and revise the curriculum.

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

   The program outcomes remain the same as the Standards of Practice are set by the British Columbia College of Nurses and Midwives (BCCNM). In addition, to align with UFV's ILO's and BCCNM, there is additional consideration for Indigenization and EDI.

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

   All Health Studies programs have recently provided BCCNM with a letter from the Associate Dean, outlining how each nursing program has incorporated Indigenous ways of knowing. For the revised LPN Access program, the community semester 3 includes working with Indigenous Communities. Partnerships have been developed to include nursing experiences that work with Indigenous communities. In addition, all LPNA course outlines have been reviewed to include holistic ways or

knowing and being in the teaching practices, learning outcomes, as well as the inclusion of cultural safety and humility across the program.

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

   The cost of the 16 additional seats has been approved by the Ministry of Advanced Education and has been approved at Senate Budget. Please see attached memo from Dean Hodges outlining budgetary considerations.

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

   There will be a positive impact on students as there will be an additional 16 seats for nurses wanting to access the LPN to BSN Access Program. The LPN Access (8 seats) will be removed from the current BSN stream as LPNs now have an expanded scope of practice. Rather than 6 semesters in the current access program, incoming LPN Access students will complete in 5 semesters. In discussion with Fraser Health, it is evident that many LPNs in the acute and community health care settings are wanting to expand their nursing education; however, there are limited opportunities to engage in such programming. Expanding the seats and revising the current delivery of the LPN to BSN Access Program will provide students with a more meaningful experience that expands on their current practice and knowledge and provide more opportunity for LPNs to access this programming.

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?**

   Pre-requisites and core electives remain the same for LPN Access to complete a BSN degree. English 105, Stats 104, 2 humanities electives and 1 nursing elective remain part of the revised LPN Access.

8. **Identify any available resources that will be used to accommodate the program changes.**
   8 seats from the current LPN Access Program that join the BSN program in January, will be added to the additional 16 seats funded by the Ministry. The 24 seats will run as their own cohort. The BSN credential remains unchanged.

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.**

   Please see attached memo from Dean Hodges.

   16 additional seats for HSC 211 or additional section; increase of Stats 104 seats by 16

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 the attached memo from Dean Hodges.

UNIVERSITY OF THE FRASER VALLEY
FACULTY OF HEALTH SCIENCES

MEMO

TO: Undergraduate Education Committee, Senate Budget Committee

FROM: Alastair Hodges, Dean, Faculty of Health Sciences

DATE: 17 March 2023

RE: Budgetary Implications: Post LPN to BSN Program

The Faculty of Health Sciences is working with the Ministry of Advanced Education and Skills Training (MAEST) on an expansion and reorganization of the LPN Access program. This program accepts Licenced Practical Nurses (LPNs) into the BSN program for training towards the Registered Nurse profession.

Consultation occurred with the MAEST in Fall 2021 regarding increasing seats in the program. A proposal was submitted to MAEST outlining budgetary requirements to move forward with an increase from 8 to 24 seats in this program. It was also determined that a format change in delivery was required to best meet the needs of students who are entering the program with nursing experience. On February 10th, 2022, support was received from the Ministry of Advanced Education and Skills Training (MAEST) to increase the Post LPN Bachelor of Science in Nursing Program by 16 seats (see attached). The table below shows the planned targeted funding which will be received from MAEST.

Planned Targeted Funding and FTEs

Program: Post LPN Bachelor of Science in Nursing					
2020/21 FTE Target = N/A	**2021/22**	**Plan 2022/23**	**Plan 2023/24**	**Plan 2024/25**	**Plan 2025/26 (ongoing)**
Cumulative Planned					
FTE Target	0	0	23	49	60
Expansion Funding	$0	$0	$517,138	$779,236	$972,014
Start-up (one-time)	$0	$119,763			
Incremental Planned					
FTE	0	0	23	26	11
Funding	$0	$119,763	$397,375	$262,098	$192,778

A Program Working Group (PWG) has been formed, which has been working on program development and course outlines. The program will now run as a stand-alone program, separate from the four-year BSN degree program, with one intake per year commencing September 2023.

In addition to the FTEs targeted for the increase in the LPN to BSN Access program, funds will be allocated to the addition of seats in HSC 211 each September. Funding implications have been considered and will be reflected in budget planning each year.

University of the Fraser Valley
Mapping: LPN to BSN Program

Semester	Focus	Courses	Hours	Credits	Baseline Course(s)
1 Fall	Surgical & Mental Health	NURS 214: Health & Wellness I: Acute & Chronic Care	60	4	NURS 201, 204
		NURS 215: Professional Nursing I: Legal & Ethical Concepts	45	3	NURS 202, 205
		NURS 216: Nursing Practice I: Mental Health & Surgical	160	5	NURS 203, 206
		HSC 211	60	4	
				Total Credits: 16	
2 Winter	Childbearing Person and Pediatrics	NURS 314: Health & Wellness II: Childbearing, Pediatrics & Families	60	4	NURS 301
		NURS 315: Professional Nursing II: Research & Ethics	45	3	NURS 300
		NURS 316: Nursing Practice II: Childbearing, Pediatrics & Families	160	5	NURS 303
		Stats 104		4	
				Total Credits: 16	
Summer off to work: Stats 104 could be taken here					
3 Fall	Community, PH, HH, Mental health, Indigenous Communities	NURS 324: Health & Wellness III: Community Health	60	4	NURS 401
		NURS 325: Professional Nursing III: Community Leadership	45	3	NURS 402
		NURS 326: Nursing Practice III: Community	160	5	NURS 403
		Humanities Elective		3	
		Elective			
				Total Credits: 15	
4 Winter	Advanced Medicine/Palliative/ Intro to Clinical Pathways Electives	NURS 414: Health & Wellness IV: Acute & Complex Care	60	4	NURS 304
		NURS 415: Professional Nursing IV: Leadership & Ethics in Complex Settings	45	3	NURS 305

DRAFT

		NURS 416: Nursing Practice IV: Acute Medicine & Complex Care Upper-Level Nursing Elective	160	5 3 **Total: 16**	NURS 306
5 Summer	Preceptorship:	NURS 426: Nursing Practice V: Preceptorship	510	15 **Total: 15**	

Pre-requisites:

- HSC 111 and 113
- English 105
- Preferred two years of full-time practice as an LPN (or equivalent)
- BCCNM registration as an LPN

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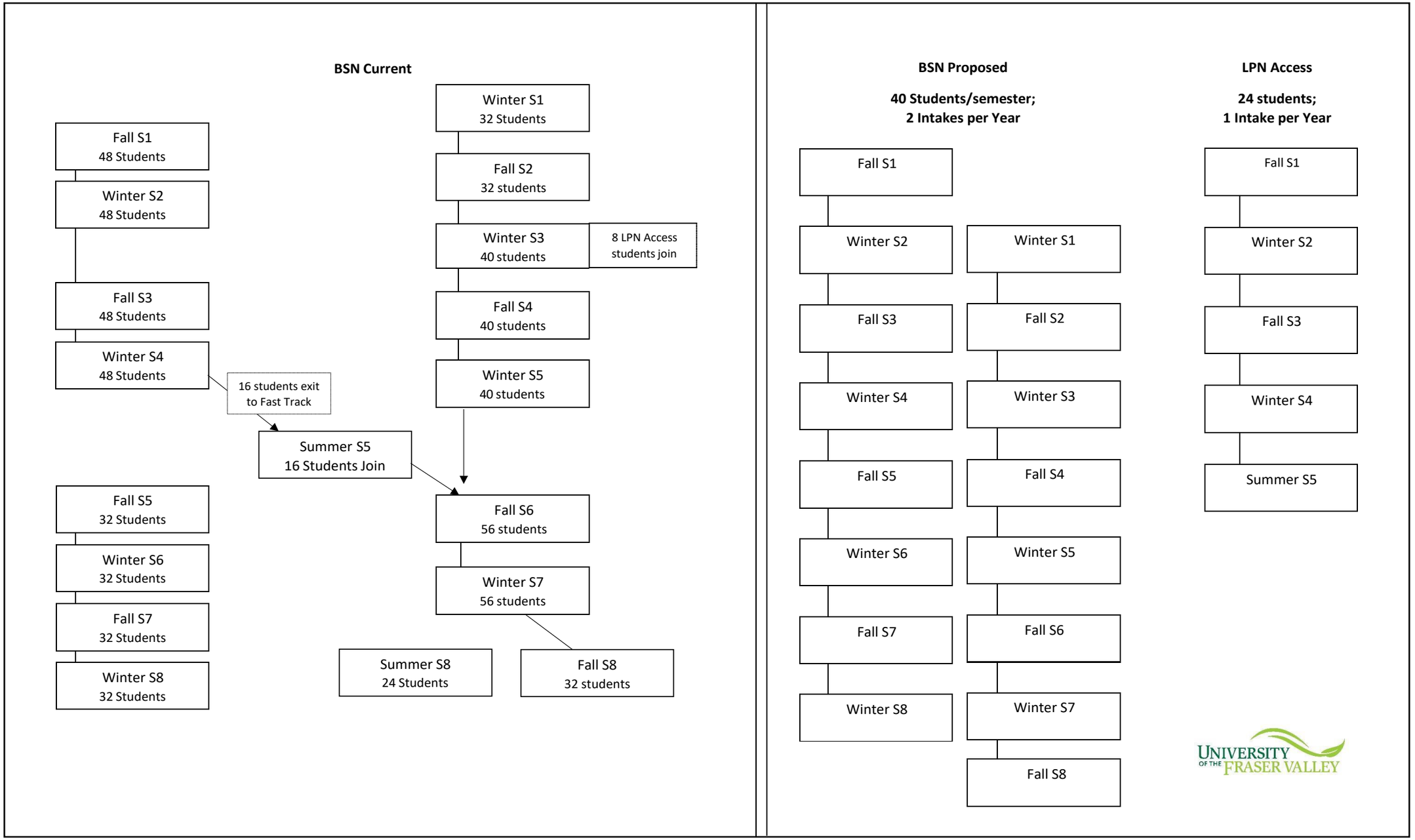
BSN Current
Fall S1
48 Students
Winter S2
48 Students
Fall S3
48 Students
Winter S4
48 Students
16 students exit
to Fast Track
Summer S5
16 Students Join
Fall S5
32 Students
Winter S6
32 Students
Fall S7
32 Students
Winter S8
32 Students
Winter S1
32 Students
Fall S2
32 students
Winter S3
40 students
8 LPN Access
students join
Fall S4
40 students
Winter S5
40 students
Fall S6
56 students
Winter S7
56 students
Summer S8
24 Students
Fall S8
32 students
BSN Proposed
40 Students/semester;
2 Intakes per Year
Fall S1
Winter S2
Fall S3
Winter S4
Fall S5
Winter S6
Fall S7
Winter S8
Winter S1
Fall S2
Winter S3
Fall S4
Winter S5
Fall S6
Winter S7
Fall S8
LPN Access
24 students;
1 Intake per Year
Fall S1
Winter S2
Fall S3
Winter S4
Summer S5
UNIVERSITY OF THE FRASER VALLEY

LPN Access to Bachelor of Science in Nursing

The Licensed Practical Nursing (LPN) Access to the Bachelor of Science in Nursing (BSN) program is designed for LPNs who wish to complete a nursing degree. The degree prepares graduates for employment in a variety of health care settings.

This is a 2.5-year program, offered in a combination of in-person and hybrid formats.

The Nursing program offers instruction in nursing, health sciences, social sciences, and research, and an opportunity for advanced focus in a variety of areas.

This program is recognized by the British Columbia College of Nursing Professionals. Graduates will be eligible to write the registration examinations.

Course delivery options vary and include independent study, lectures, seminars, multimedia approaches, and simulation in labs and tutorials. The clinical experiences include hospitals and community agencies with supervised practicums, preceptorships, and observational experiences.

Note: Clinical experience may include extended work days, evening shifts, and weekends.

Entrance requirements

1. Current full scope practicing registration as a Licensed Practical Nurse in B.C.
2. ENGL 105 or equivalent with a minimum grade of C.
3. HSC 111 and HSC 113, or equivalent, with a minimum grade of C or completion of a challenge exam with a minimum grade of C.
4. All applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

Other requirements

1. One written reference (from manager/supervisor) indicating work as an LPN within two years prior to application for admission.
2. A health assessment indicating fitness to practice. The assessment must be completed within 12 months prior to enrolment. Health questionnaire forms will be included with the letter of notification regarding an information session. Completed forms must be brought to the interview.
3. Attendance at a program information session with the program faculty is mandatory for applicants being considered for admission to the program. At the information session applicants will be asked to complete the application essay questions. Applicants will be contacted when dates and times have been established; a health questionnaire will be provided and must be returned to the School of Health Studies prior to interview. Applicants that are to be interviewed will be notified.
4. Interview with faculty members.

Students who do not meet these requirements might consider **Qualifying Studies**.

When to apply

Applications are accepted for entrance to the Fall semester only. For application deadlines, see **Specific intake application process**.

How to apply

Applicants may apply to the program prior to the completion of all entrance requirements. The following documents must be submitted to the Office of the Registrar, along with the application fee, in order to process the application:

- UFV application form (available at **ufv.ca/admissions/apply**).
- ENGL 105 or equivalent requirement.
- HSC 111 and HSC 113 or equivalent or challenge exam requirement.
- Proof of full scope practicing registration as an LPN in B.C.

- Nursing program application (available at **ufv.ca/registrar/forms**).
- Completed reference form.

If you have taken your LPN and above prerequisite courses at another post-secondary institution, please have your official transcript(s) sent to the Office of the Registrar. Once your application is complete it will be forwarded to the Nursing program.

Additional documents required prior to full acceptance:

- Basic Rescuer — Level C certificate.
- Proof of valid driver's licence (learner's licence not acceptable).
- Completion of an immunization program prior to the program start date. Immunization forms will be included with a letter of acceptance. Proof of immunization must be received by the date specified.

Basis for admission decision

Admission to the program is on a competitive basis. Meeting the minimum requirements does not guarantee admission. Students will be rated based on the points achieved on the applicant rating form. Points will be given for academic performance on prerequisite courses, work experience, personal essay, reference(s), and personal interview.

1. **Academic history:** Applicants will be awarded points according to the GPA in the three prerequisite courses, with higher GPAs scoring more points. The GPA will be calculated using the UFV grading scale.
2. **Health care experience and letter of reference:** Points will be allocated according to the duration of the experience and the character of the reference given. Recognition will be given to any applicant who has demonstrated a leadership role in a workplace.
3. **Application essay:** All applicants will be given points on the basis of meeting the criteria and the writing skill demonstrated.

4. **Interview:** Applicants will be given points related to their knowledge of nursing, organizational skills, planning for program workload and financial aspects, identified supports, management of commitments, communication skills, knowledge of own learning, and problem-solving skills.

Applicants with the highest number of points will be given priority for program seats.

Applicants will be notified in writing regarding their acceptance. Upon admission to the program, applicants will be provided with registration information. A deposit will be required prior to the first day of course registration to reserve a seat in the program. This money will be applied toward tuition fees. If admitted students do not register for courses and pay the deposit, a place will no longer be held for them.

If applicants meet the minimum requirements but are not selected to the program, they will be required to reapply and resubmit all documents for consideration to a future semester.

Fees and additional costs

See the **Fees and Other Costs** section. Fees are calculated based on a fee-per-credit basis. Course credits for the Nursing program are approximately 15–17 credits per semester. Please note that the majority of books and supplies are purchased in the first semester. Textbooks and supplies for the first semester total approximately $1,200. Additional textbooks will be required throughout the program. Parking fees are required at some clinical placement agencies.

Financial aid

UFV has a comprehensive financial assistance program including scholarships, loans, and bursaries. Details are available from **Financial Aid and Awards**.

Location

Nursing and most Health Science classes are taught at the Health Sciences Centre on the Chilliwack campus. Clinical experiences occur at a variety of agencies throughout the Fraser Valley.

Program outline

Courses and credits prior to admission

Course	Title	Credits
ENGL 105	Academic Writing	3
HSC 111	Human Anatomy and Physiology I	4
HSC 113	Human Anatomy and Physiology II	4
LPN Program	Block Transfer Credit from Licensed Practical Nurse Program	44

Semester I (Fall)

Course	Title	Credits
NURS 214	Health and Wellness I: Acute & Chronic Care	4
NURS 215	Professional Nursing I: Legal & Ethical Concepts	3
NURS 216	Nursing Practice I: Surgical & Mental Health	5

HSC 211	Pathophysiology	4

Semester II (Winter)

Course	Title	Credits
NURS 314	Health and Wellness II: Childbearing Person & Pediatrics	4
NURS 315	Professional Nursing I: Research & Ethics	3
NURS 316	Nursing Practice II: Childbearing Person & Pediatrics	5
STAT 104 or STAT 106	Introductory Statistics Statistics I	4

Semester III (Fall)

Course	Title	Credits
NURS 324	Health and Wellness III: Community Health	4
NURS 325	Professional Nursing III: Community Leadership	3
NURS 326	Nursing Practice III: Community	5

Plus:	One SOC/PSYC/ANTH course	3

Semester IV (Winter)

Course	Title	Credits
NURS 414	Health and Wellness IV: Acute & Complex Care	4
NURS 415	Professional Nursing IV: Leadership in Complex Care	3
NURS 416	Nursing Practice IV: Acute Medicine & Complex Care	5
NURS 490	Directed Studies in Nursing	3
or NURS 491	Selected Topics in Nursing	

Note: Only one of NURS 490 or NURS 491 may be used toward program requirements.

Semester V (Summer)

Course	Title	Credits
NURS 426	Preceptorship	15

Program continuance

The nursing and support courses for each semester are prerequisites for the coursework in the next semester. Due to the integrated nature of the program, progression from one semester to the next requires concurrent successful completion of the nursing and health science courses.

To maintain status as a BSN program student and to continue in the program, students must achieve a minimum grade of C in each course and a cumulative GPA of 2.00. Students who fail or withdraw from the nursing program may reapply to the program according to the Nursing program Readmission policy.

Courses taken for elective credit must be approved by the Nursing department.

Each program student will receive a UFV Nursing program Student Guidelines and Policies manual, which further explains the program's continuance requirements and policies.

Undergraduate continuance

Students enrolled in undergraduate courses (courses numbered 100 or higher) must maintain an undergraduate Cumulative Grade Point Average (CGPA) of at least 2.00 to remain enrolled in Good Academic Standing at UFV. Students in Good Academic Standing will have no registration limits placed on them. Failure to meet the minimum CGPA requirement will result in restrictions on registration and may eventually lead to academic suspension from undergraduate studies at UFV. Students on Academic Warning or Academic Probation are limited to registering in 10 credits. For further details, see the **Academic standing and undergraduate continuance** section of the academic calendar. Academic standing is governed by UFV's **Undergraduate Continuance policy (92)**.

Graduation requirements

It is the student's responsibility to ensure all program requirements are met. This should be done by regular consultation with an Academic Advisor. To be eligible to graduate, students must achieve a minimum cumulative GPA of 2.00.

Students must apply for graduation in the first month of their final semester. Visit the **Graduation webpage** for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.

Memo for New Course

To: Undergraduate Education Committee

From: (Samantha Hampton, PWG Chair; Shellie Steidle, Interim Director or Health Studies)

Date: Feb. 7th, 2023

Subject: Proposal for new courses:

NURS 214, 215, 216 ,314, 315, 316, 324, 325, 326, 414, 415, 416, 426

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

1. Rationale for new course, including how this course fits into the program(s):

   The courses are all based on the current BCCNM accredited curriculum for BSN programs. As the Provincial PN Curriculum was revised, these new courses better reflect a bridge between PN and BSN curriculum.

   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):

   As many of these new courses include a hybrid format, the goal is to engage students in a more flexible and accessible education. Competencies have been maintained in accordance with BCCNM requirements which include leadership, critical thinking, communication, and collaboration which are also aligned with UFV's ILOs.

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?

   The PWG consists of six members: two members from the Practical Nursing program (PN) and four members from the Bachelor of Science in Nursing program. Both programs were consulted to better bridge the PN and BSN curriculum. The previous LPNA program bridged directly into the BSN program and was six semesters instead of the proposed five.

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).

All courses were reviewed to better reflect Indigenous ways of knowing. Outcomes in all courses better reflect Indigenization of the curriculum and Indigenous resources have been included.

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

   The hybrid format for theory formats allows for increased flexibility for nurses needing to continue to work while attending school. In person, on campus seminars will also be scheduled to create opportunities for community, support, and discussion. Self-reflective activities are embedded into clinical practice courses and include outcomes on cultural safety and humility. This is a competency embedded throughout the BSN Curriculum.

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.:

   The class limit for all courses is 24, based on approved funding by the Ministry of Post-Secondary Education and Future Skills.

   For the theory courses, there was special consideration for accessibility and flexibility for LPNs currently working in health care. The theory courses will hybrid with synchronous online and in person seminars. The lab and clinical courses are face-to-face.

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

   No change to the typical cost of this program except that the students will save on a semester of tuition and books. The previous LPNA program was six semesters, and the new proposed program is five semesters.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 214	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Health and Wellness I: Acute and Chronic Care **Course Short Title:** Health: Acute & Chronic Care	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

In this course the concepts of health, environment, and person will be explored with a focus on the adult surgical and mental health populations.

Prerequisites (or NONE):	Admission to LPN Access program.
Corequisites (if applicable, or NONE):	HSC 211, NURS 215, and NURS 216.
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	20
Tutorials/workshops	40
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: **Hybrid only**

Expected frequency: **Fall only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Explore the interrelationship of social determinants of health on the adult surgical and/or mental health population.
2. Analyze health in the acute surgical and mental health settings using holistic concepts.
3. Understand how alterations in illness and hospitalization impact individuals and families.
4. Examine the community and cultural influences on the surgical and/or mental health patient's experience.
5. Analyze the influence of determinants of health and culture on the lived experience of surgical and/or patients with mental illnesses.

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

Quizzes/tests:	25%	Assignments:	35%	Final exam:	40%
	%		%		%

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	Jarvis, C.	Pocket companion for physical examination and health assessment (3rd Canadian ed.). Saunders	2018
2.	Textbook	Lewis, S.L., et al.	Medical-surgical nursing in Canada: Assessment and management of clinical problems. (4th Canadian ed.). Elsevier Canada	2019
3.	Textbook	Potter, P.A., Perry, A.G. et al.	Canadian fundamentals of nursing (6th ed.). Mosby Canada	2019
4.	Textbook	Pollard, C.L., Jakubec, S.L. & Halter, M.J.	Varcarolis's Canadian psychiatric mental health nursing (2nd Canadian ed.). Elsevier.	2019
5.	Indigenous knowledge		https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/cultural-safety-and-humility	

Course Content and Topics

1. Culture
   - Cultural safety and humility in the surgical and mental health settings
   - Review of holistic concepts
2. Human Development
   - Adult – alteration of developmental tasks due to hospitalization
   - Effects of chronic illness and/or acute illness and mental health on meeting developmental tasks
3. Cognition, mood, violence and stress/coping
   - Bipolar 1 &2
   - Panic disorders
   - OCD
   - Personality disorders
   - Adjustment disorders (PTSD & Stress reaction)
4. Surgical patient: Oxygenation, perfusion, immunity, mobilty
   - Pulmonary emboli, thrombi, atelectasis, pleural effusions, OSA
   - Hypovolemia/hypervolemia, edema
   - Heparin-induced thrombocytopenia
   - Post-op delirium and sedation
   - Sepsis, shock
5. Pain/comfort of the surgical patient
   - Post-op pain
6. Elimination, nutrition, and acid base
   - IBS, bowel obstructions, Crohns, resections, perforated viscus
   - GI bleed
   - Post-op nausea
   - Nephrectomy, cystectomy
7. Cellular regulation, reproduction, grief/loss, sexuality
   - Prostate, breast and colon cancer
   - Mastectomy, prostatectomy, hysterectomy

8. Person: Community
    - Continuum of care
9. Environment: Physical, Socio-Economic, Political, Health Care
    - Physical adaptions of home post-operatively (restorative care)
    - Impact on mental health and well-being
    - Surgical waitlists

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 215	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Professional Nursing I: Ethics and Legal Concepts **Course Short Title:** Prof Nursing: Ethics & Legal	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

In this course students will examine professional nursing concepts with a focus on nursing leadership. The concepts of advocacy, collaboration, holistic teaching/learning, and evidence-informed practice will be further explored.

Prerequisites (or NONE):	Admission to LPN Access program.
Corequisites (if applicable, or NONE):	HSC 211, NURS 214, and NURS 216.
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	15
Tutorials/workshops	30
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: **Hybrid only**

Expected frequency: **Fall only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Utilize clinical judgement skills for decision making relevant to nursing.
2. Apply interdisciplinary collaboration skills to complex scenarios.
3. Apply conflict resolution strategies to complex scenarios.
4. Examine concepts of leadership for nursing practice.
5. Analyze legal and ethical aspects of nursing.
6. Apply holistic teaching & learning principles and Indigenous ways of knowing to meet individual/family needs in a culturally safe way.

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

Assignments:	30%	Quizzes/tests:	30%	Final exam:	40%
	%		%		%

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	Arnold, E.C.,& Boggs, K.U.	Interpersonal relationships: Professional communication skills for nurses (8th ed.). Elsevier	2020
2.	Textbook	Waddell, J.I. & Walton, N.A.	Leading and managing in Canadian nursing (2nd ed.). Elsevier Canada	2020
3.	Textbook	Keatings, M., & Adams, P.	Ethical & legal issues in Canadian nursing (4th ed.). Elsevier Canada	2019
4.	Indigenous knowledge	Chrona, J.-A. L	*First Peoples Principles of Learning*. First Peoples Principles of Learning. https://firstpeoplesprinciplesoflearning.wordpress.com/	2014
5.				

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

Course Content and Topics

1. Advocacy
   - Empowerment
   - Stigma
   - Human rights
2. Critical thinking
   - Interpreting diagnostics
   - Inference and early detection
   - Clinical judgments
3. Communication and Collaboration
   - Crisis intervention
   - Motivational interviewing
   - Negotiation skills
   - Empathy
4. Holistic teaching and learning
   - Family/individual teaching
   - Indigenous ways of knowing
5. Ethical Practice
   - Disclosure
   - Nurses as moral agents
   - Allocation of resources
   - Duty to report
   - Decision making frameworks
   - Ethics committees
   - Relational ethics
   - Ethical theories

6. Legal
    - Canadian legal system
    - Health professions act
    - Mental health act
    - Substitute decision maker
    - Encumbered versus unencumbered
7. Leadership
    - Workplace culture in acute settings
    - Horizontal violence, incivility
    - Conflict management
    - Fostering positive workplace
    - Power imbalances
    - Gender equity
    - Building resiliency
8. Professionalism
    - Professional integration
    - Resumes
    - Preparing for interviews
9. Safety
    - Best practices vs clinical shortcuts
    - Personal safety and violence prevention

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 216	**Number of Credits:** 5 Course credit policy (105)
Course Full Title: Nursing Practice I: Mental Health and Surgical **Course Short Title:** Pract: Mental Health/Surgical	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

Through laboratory, simulation, and clinical experiences, this course will prepare students to manage the nursing care of surgical and mental health patients.

Prerequisites (or NONE):	Admission to LPN Access program.
Corequisites (if applicable, or NONE):	HSC 211, NURS 214, and NURS 215.
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

Supervised laboratory hours (design lab)	20
Practicum	140
Total hours	**160**

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: **Face-to-face only**

Expected frequency: **Fall only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 surgical and mental health assessments in a holistic, trauma-informed way.
2. Plan nursing care that promotes, preserves, and restores well-being.
3. Prioritize and reprioritize nursing interventions.
4. Implement nursing interventions ensuring safety and comfort.
5. Apply communication strategies to understand individuals' health experiences.
6. Apply principles of holistic teaching and learning, Indigenous ways of knowing for the individual(s) in a culturally safe manner.
7. Demonstrate collaboration as a member of the health care team.
8. Integrate course concepts and theory into practice.
9. Perform within UFV and agency policies, BCCNM Professional Standards, and Practice Standards.
10. Apply ethical and legal standards of practice.
11. Demonstrate professionalism in clinical performance.

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

Quizzes/tests:	35%	Assignments:	30%	%
Final exam:	35%	Practicum:	Pass/Fail	%

Details:

Students must achieve 63% in the academic evaluations and satisfactory clinical performance to achieve credit in the course.

1. Clinical indicators
2. Clinical assignments
3. Skill performance

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	Jarvis, C	*Pocket companion for physical examination and health assessment* (3rd Canadian ed.). Saunders	2018
2.	Textbook	Lewis, S.L. et al	*Medical-surgical nursing in Canada: Assessment and management of clinical problems* (4th Canadian ed.). Elsevier Canada	2019
3.	Textbook	Sealock, K., et al.	*Lilley's pharmacology for Canadian health care practice* (4th ed.). Elsevier.	2021
4.	Textbook	Pollard, C.L., Jakubec, S.L. & Halter, M.J.	*Varcarolis's Canadian psychiatric mental health nursing* (2nd Canadian ed.). Elsevier.	2019
5.	Textbook	Perry, A.G., Potter, P.A., & Ostendorf, W.R.	*Nursing interventions and clinical skills* (7th ed.). Elsevier.	2019

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

Uniform, stethescope

Course Content and Topics

1. Laboratory
   - Mental health assessment
   - IM injections Glucometers and insulin
   - IV medications: Minibags, IV direct
   - Catheter insertion and irrigation
   - Nasogastric, gastrostomy, J- tube management
   - Enteral feeding & medication administration
   - Ostomy review
   - Epidural/PCA
2. Clinical
   - Clinical experiences may include acute surgical and psychiatric units in hospital settings as well as a variety of community mental health placements.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 314	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Health and Wellness II: Childbearing/Pediatric: Person and Families **Course Short Title:** Health: Childbearing/Pediatric	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

In this course, the concepts of health, environment, and individuals and families will be explored with a focus on the childbearing person and pediatrics settings.

Prerequisites (or NONE):	HCS 211, NURS 214, NURS 214, and NURS 216.
Corequisites (if applicable, or NONE):	NURS 315 and NURS 316.
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	30
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: **Hybrid only**

Expected frequency: **Winter only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Explore the growth and development of individuals and families during the perinatal period and childhood using the principles of trauma informed care and anti-racism.
2. Analyze health concepts related to nursing care during perinatal period and childhood.
3. Discuss the impact of the environment on childbearing families and children.
4. Examine the development and implementation of health policy and the effect on nursing.
5. Explore alterations in family processes during the perinatal period and childhood illness.
6. Examine Indigenous world views and ways of knowing and being related to childhood and childbearing families.
7. Apply advanced relational skills when working with children and families.

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

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

Details:

Assignments include 10% for online discussion board, 25% for an academic paper and 10% for pre-class assignments.

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	Perry, S. E., Hockenberry, M. J., et al.	*Maternal child nursing care in Canada* (3rd Canadian ed.). Toronto: Elsevier.	2021
2.	Indigenous knowledge		BC_First_Nations_and_Aboriginal_Maternal_Child_and_Family_Tripartite_Strategic_Approach.pdf (fnha.ca)	
3.	Indigenous knowledge		http://www.perinatalservicesbc.ca/Documents/Resources/Honouring_Indigenous_Womens_and_Families_Pregnancy_Journeys.pdf	
4.				
5.				

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

Course Content and Topics

1. Environment
   - Social determinants of health
   - Indigenous health
   - Child poverty
   - Social and political supports
   - Environmental factors that impact human development
   - Home safety for children
   - Health policy development and frameworks
   - Canadian Institute for Health Information
2. Person: Family
   - Intro to family strengths assessment
   - Effect of family on health child development
   - Relational practice
3. Person: Community/Population
   - Community supports for families
4. Health: Culture
   - Cultural safety when caring for families
5. Health: Human Development
   - Developmental stages from embryo to adolescent
   - Changes in the human body related to childbearing
   - Genetics: impact on development
   - Effects of illness on development
6. Health: Pain/Comfort
   - Management of intrapartum and postpartum pain
   - Assessment of pain in neonates, infants, children and adolescents

- Sleep-Rest
  - Neonate, infant, child and adolescent – normal patterns
  - New parent

7. Health Oxygenation and Perfusion
   - Intrauterine to extrauterine oxygenation
   - Asthma
   - SIDS
   - Postpartum hemorrhage
   - Perfusion changes to newborn
   - Jaundice
   - Hypertension in pregnancy
8. Nutrition and Metabolism
   - Nutritional needs of the neonate, infant, child, adolescent and childbearing person
   - Type 1 diabetes
   - Gestational diabetes
9. Infection, Immunity and Thermoregulation
   - Meningitis
   - Postpartum infection
   - Childhood immunizations
   - Active/passive immunity to fetus
   - Neonatal thermoregulation
10. Mobility and Intracranial regulation
    - CP
    - Seizures
11. Fluid and Electrolytes and Acid Base
    - Dehydration
    - Diarrhea
12. Reproduction and Sexuality
    - Pregnancy – healthy/variances, planned/unplanned
    - Technologies (IVF)
    - Infertility
    - Contraception
    - Sexuality – childbearing person and adolescent
13. Health: Stress and Coping, Grief and Loss, Cellular Regulation and Cognition
    - Hospitalized child
    - Loss of a fetus or child
    - Child born with a disability
    - Neonatal adaptation syndrome
14. Health: Mood and Violence
    - Perinatal mood disorders
      - IPV
    - Adolescent mental health/self esteem
      - Eating disorders
      - Depression and anxiety
        - Suicide
    - Child abuse

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 315	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Professional Nursing II: Research & Ethics **Course Short Title:** Prof Nurs: Research & Ethics	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

This course will focus on the critique and application of research to support evidence-informed nursing practice. The concepts of communication and ethical and legal practice will be further explored.

Prerequisites (or NONE):	Admission to LPN Access program, HSC 211, NURS 214, NURS 215, and NURS 216.
Corequisites (if applicable, or NONE):	NURS 314 and NURS 316.
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **NURS 300**

Cross-listed with:

Equivalent course(s): **NURS 300**

(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
Tutorials/workshops	30
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: **Hybrid only**

Expected frequency: **Winter only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Examine the research processes, including Indigenous research concepts.
2. Critique current qualitative and quantitative research in health settings.
3. Analyze evidence-based research for nursing practice.
4. Understand ethical and legal aspects of research in health care.

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

Quizzes/tests:	30%	Assignments:	35%	Final exam:	35%
	%		%		%

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	Singh, M., Thirsk, L., Stahike, S., Venkatesaperumal, R., LoBiondo-Wood, G., & Haber, J.	*Nursing research in Canada* (5th Canadian ed.). Elsevier.	2022
2.	Textbook	Keatings, M. & Adams, P.	*Ethical & legal issues in Canadian nursing* (4th ed.). Elsevier.	2020
3.	Indigenous knowledge		https://opentextbc.ca/indigenizationresearchers/	
4.				
5.				

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

Course Content and Topics

1. Ethical and legal considerations in research
2. Evidence-informed
   - Qualitative and Quantitative research process
   - Research problems, questions, hypothesis
   - Literature review and theoretical framework
   - Indigenous research processes
   - Sampling
     - Rigour in research
     - Data collection
     - Data analysis
     - Ethics in research
     - Research critique
3. Informatics
   - Data management related research

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 316	**Number of Credits:** 5 Course credit policy (105)
Course Full Title: Nursing Practice II: Childbearing/Pediatric: Person and Families **Course Short Title:** Pract: Childbearing/Ped	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

Nursing practice will include simulation, laboratory, and clinical experiences. Students will manage the nursing care of patients in childbearing and pediatric settings.

Prerequisites (or NONE):	HSC 211, NURS 214, NURS 215, and NURS 216.
Corequisites (if applicable, or NONE):	NURS 314 and NURS 315.
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

Supervised laboratory hours (design lab)	20
Practicum	140
Total hours	**160**

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: **Face-to-face only**

Expected frequency: **Winter only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 the nursing process with a holistic approach when caring for individuals and families.
2. Utilize therapeutic communication skills when caring for individuals and families.
3. Apply principles of holistic teaching and learning and Indigenous ways of knowing with the individual and family, in a culturally safe manner.
4. Demonstrate collaboration with families and the health care team.
5. Demonstrate leadership skills.
6. Utilize critical inquiry skills to formulate clinical judgments.
7. Apply theory to actual, potential and perceived ethical and legal issues.
8. Perform within UFV and agency policies, BCCNM Professional Standards, and Practice Standards.
9. Integrate feedback and demonstrate progression in clinical performance.

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

Assignments:	50%	Final exam:	25%		%
Quizzes/tests:	25%	Practicum:	Pass/Fail		%

Details:

Assignments 50% are divided into two clinical assignments valued at 25% each. One assignment is for the pediatric practicum, the other is for perinatal.

Students must achieve 63% in the academic evaluations and satisfactory clinical performance to achieve credit in the course.

1. Clinical indicators
2. Clinical assignments
3. Skill performance

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	Potter, P.A., Perry, A.G., Stockert, P.A., & Hall, A.M.	*Canadian fundamentals of nursing* (6th ed., B.J., Astle, & W. Duggleby, 6th Eds.). Elsevier.	2019
2.	Textbook	Perry, A.G., Potter, P.A., & Ostendorf, W.R.,	*Nursing interventions and clinical skills* (7th ed.). Elsevier.	2019
3.	Textbook	Killan, T.N.	*Gray Morris's calculate with confidence* (2nd Canadian ed.). Elsevier.	2022
4.	Textbook	Keenan-Lindsay, l., Sams, C., O-Connor, C., Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D	*Perry's maternal child nursing care in Canada* (3rd ed.). Elsevier.	2021
5.	Textbook			

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

Nursing uniform

Course Content and Topics

Classroom/Laboratory/Simulation

- Assessment Labs:
  - Antepartum and Postpartum patients
  - Newborn patients
  - Pediatric patients
- Pediatric medications
- Newborn and infant feeding
- Labour Assessment and Support
- Blood administration
- Contraception

Clinical

- Clinical includes childbearing and pediatric experiences in acute care, community and simulation settings.
- Clinical includes acute experiences with childbearing families and pediatric.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 324	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Health and Wellness III: Community Health **Course Short Title:** Health: Community Health	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

The social determinants of health and the role of the community nursing in meeting health goals will be analyzed through local, regional, and global perspectives.

Prerequisites (or NONE):	NURS 314, NURS 315, NURS 316, and (STAT 104 or STAT 106).
Corequisites (if applicable, or NONE):	NURS 325 and NURS 326.
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	30
Lecture/seminar	30
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: **Hybrid only**

Expected frequency: **Fall only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 the impact of the social determinants and Indigenous determinants of health on health and wellness for individuals, families, communities, and populations.
2. Evaluate the resources available to optimize health and wellness for individuals, families, communities, and populations.
3. Integrate knowledge of colonial history and the impact on the health and wellness of the Indigenous communities.
4. Discuss how to establish collaborative relationships with Indigenous community groups and individuals.
5. Analyze the relationship between the environment and the health and wellness of communities and populations.
6. Develop holistic programming and partnerships that meet the health needs of individuals, families, communities, and specific populations.
7. Apply concepts of epidemiology to selected populations.
8. Discuss the role of nursing in achieving global health goals.

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

Project:	25%	Quizzes/tests:	25%	Final exam:	40%
Assignments:	10%		%		%

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	MacDonald, S.A. & Jakubec, S.L.	Standhope and Lancaster's community health nursing in Canada. (4th Canadian ed.). Elsevier.	2021
2.	Indigenous knowledge		https://www.fnha.ca/WellnessSite/WellnessDocuments/Wellness_Diary.pdf	
3.	Indigenous knowledge		https://www.kairosblanketexercise.org/	
4.				

Course Content and Topics

1. Person: Individual, Family, Community and Population
   - Community health
     - Public health and home health
     - Community resources
   - Health promotion
   - Determinants of health
   - Epidemiology
     - Health surveillance
   - Vulnerable populations
2. Environment: Physical, Socioeconomic
   - Community assessment
   - Emergency preparedness and response
   - Food security (national and global level)
   - Climate change
     - Air quality
3. Health Care Delivery/System
   - Evaluation and outcomes of health care programs
   - Community health centres
4. Health: Indigenous Communities
   - Indigenous determinants of health
   - Partnering with Indigenous communities
5. Health: Infection and Immunity
   - Communicable diseases
     - Infectious diseases
     - Pandemics and endemics
     - Immunizations
     - Surveillance
6. Health: Global Health
   - Impact of globalization on health inequity

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 325	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Professional Nursing III: Community Leadership **Course Short Title:** Prof Nurs: Commun. Leadership	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

The course will focus on the development of advanced nursing leadership skills across the continuum of care. Program planning and intersectoral collaboration within the context of community will be explored.

Prerequisites (or NONE):	NURS 314, NURS 315, NURS 316, and (STAT 104 or STAT 106).
Corequisites (if applicable, or NONE):	NURS 324 and NURS 325.
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	30
Lecture/seminar	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: **Hybrid only**

Expected frequency: **Fall only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

This course is specific to the LPNA program

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Critique components of an organizational structure.
2. Integrate legal and ethical theory when advocating for individuals, families, communities, and diverse populations.
3. Compare and contrast intersectoral, interdisciplinary, & interprofessional collaboration across health care-environments.
4. Implement, and evaluate program plans across diverse and vulnerable populations.
5. Analyze health policies, protocols, guidelines, and quality improvement processes within the context of community health and Indigenous communities.
6. Identify challenges and benefits of delegation across practice settings.

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

Project:	20%	Quizzes/tests:	30%	Final exam:	40%
Assignments:	10%		%		%

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	Yoder-Wise, P.S., Waddell, J., & Walton, N.	Yoder-Wise's leading and managing in Canadian nursing (2nd Canadian ed.). Elsevier.	2020
2.	Textbook	MacDonald, S.A. & Jakubec, S.L.	Stanhope and Lancaster's community health nursing in Canada (4th Canadian ed.). Elsevier.	2022
3.	Indigenous knowledge		https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/cultural-safety-and-humility	

Course Content and Topics

1. Advocacy, Social Justice and Legal
   - Healthy public policy
     - BCCNM, NNPBC, ICN
     - Health Canada: Office of Nursing policy
     - Health equity
       - In Plain Sight Report
   - Funding
   - Democracy and civil rights
   - Health surveillance
2. Leadership and Management
   - Political influence; power imbalance, systemic racism
     - Equity, diversity and inclusivity
     - Challenging health care environments
     - Organizational theory
   - Delegation in the community
3. Communication and Collaboration
   - Intersectoral collaboration
   - Motivational interviewing and relational practice
   - Crisis intervention
4. Evidence Informed Practice
   - Participatory research and program planning in the community
   - Community Program evaluation
   - Process of policy development
   - Quality improvement
5. Professionalism and Safety
   - Compassion fatigue
   - Nurse safety; cultural safety and humility
   - Adaptation and resiliency
6. Technology/Informatics
   - Documentation systems in the community
7. Health Education
   - Health Literacy

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 326	**Number of Credits:** 5 Course credit policy (105)
Course Full Title: Nursing Practice III: Community **Course Short Title:** Nursing Practice: Community	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

Nursing practice will include simulation, laboratory, and clinical experiences. Students will provide holistic nursing care to individuals, families, and population groups in community settings.

Prerequisites (or NONE):	NURS 314, NURS 315, NURS 316, and (STAT 104 or STAT 106).
Corequisites (if applicable, or NONE):	NURS 324 and NURS 325.
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

Supervised laboratory hours (design lab)	20
Practicum	140
Total hours	**160**

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: **Face-to-face only**

Expected frequency: **Fall only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Holistically assess individuals, families, communities, and population groups.
2. Plan nursing care that promotes, preserves, and restores well-being.
3. Prioritize nursing interventions ensuring safety and comfort.
4. Utilize communication strategies and trauma informed care to understand the meaning of the experience to the individual, family, population, or group.
5. Apply program planning to select population groups.
6. Demonstrate a leadership role in community practice.
7. Collaborate with interdisciplinary and intersectoral health care team members.
8. Utilize clinical reasoning skills to formulate clinical judgements.
9. Perform within UFV and agency policies, BCCNM Professional Standards, and Practice Standards. 10. Integrate ethical and legal theory in clinical situations.
10. Demonstrate progress in clinical performance.

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

Practicum:	Pass/Fail	%	%
	%	%	%

Details:

1. Clinical outcome and indicators
2. Skill performance and reflective practice

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	Grant, L. G. (Ed.).	Leading and managing in Canadian nursing. Toronto, ON: Elsevier.	2019
2.	Textbook	Stanhope, M., Lancaster, J., Jakubec, S., & Pike-MacDonald, S.	Community health nursing in Canada (4th ed.). Toronto, ON: Elsevier	2022
3.	Indigenous knowledge		https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/cultural-safety-and-humility	
4.				
5.				

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

Course Content and Topics

1. Laboratory
   - Simulation / Labs
   - Home health
   - Public health
   - Community mental health
2. Clinical
   - Community clinical stream – home health, public health, and community health related experiences
   - Program planning – health promotion (population)

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 414	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Health and Wellness IV: Acute and Complex Care **Course Short Title:** Health: Acute & Complex Care	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

Students will explore the intersection of health, environment, and person with a focus on the care of individuals and families experiencing complex health challenges including acute care, end of life care, and symptom management.

Prerequisites (or NONE):	NURS 324, NURS 325, NURS 326, and (STAT 104 or STAT 106).
Corequisites (if applicable, or NONE):	NURS 415 and NURS 416.
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	20
Lecture/seminar	40
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: **Hybrid only**

Expected frequency: **Winter only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Integrate holistic, physiological, and psychosocial health concepts as they relate to individuals and families.
2. Identify the impact on family processes when individuals experience acute illness or facing end of life.
3. Analyze the impact of environment on the experience of the individual who is acutely ill or facing end of life.
4. Develop nursing care plans for individuals and families experiencing complex health challenges.
5. Examine the continuum of care of individuals and families experiencing end of life.
6. Integrate concepts of cultural safety and humility in planning for complex health care and end of life care for Indigenous and diverse populations.

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

Quizzes/tests:	35%	Assignments:	25%	Final exam:	40%
	%		%		%

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	Tylerman, J., Cobbett, S., Harding, M., Kwong, J., Roberts, D., Hagler, D. and Reinisch, C.	*Lewis's medical-surgical nursing in Canada: Assessment and management of clinical problems* (5th Canadian ed.). Elsevier.	2022
2.	Textbook	Pagana, K. D., Pagana, T., J. and Pike-MacDonald, S. A.	*Mosby's Canadian manual of diagnostic and laboratory tests* (2nd Canadian ed.). Elsevier.	2019
3.	Textbook	Potter, P.A., Perry, A.G., Stockert, P.A., and Hall, A.M.	*Canadian fundamentals of nursing* (B.J., Astle, and W. Duggleby, Eds.) (6th ed.). Elsevier.	2019
4.	Article	Semlali, I., Tamches, E., Singy, P. *et al.* .	Introducing cross-cultural education in palliative care: focus groups with experts on practical strategies. *BMC Palliat Care* **19**, 171 (2020). https://doi.org/10.1186/s12904-020-00678-y	2020
5.	Indigenous knowledge		https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/cultural-safety-and-humility	

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

Course Content and Topics

1. Health: Culture, Spirituality, Grief/Loss, Stress/Coping
   - Health and illness beliefs around death and dying (application of cultural safety)
   - Indigenous beliefs and practices at end of life
   - Spiritual wellbeing at end of life
   - Spiritual distress
   - Death and dying
   - Death of a family member
   - CAMS
2. Health: Fluid and Electrolytes and Elimination
   - Ascites/Liver failure
   - Acute kidney injury
   - Chronic kidney disease
   - Burns
3. Health: Oxygenation and Perfusion
   - Acute respiratory distress
   - Multiple injuries
   - Acute coronary syndrome
   - Cardiac dysrhythmias
4. Health: Infection
   - Hepatitis
   - Infective cardiac disorders

5. Health: Mobility and Sensory Perception
    - Spinal cord injury/compression
    - Trauma/Multiple injuries
6. Health: Cellular Regulation, Nutrition, Metabolism
    - Metastatic disease
    - Ovarian cancer
    - End of life cachexia
    - Burns
7. Health: Pain/Comfort
    - Neuropathic pain
    - Complex pain syndromes
    - Palliative sleep/rest
    - Significance at end of life
8. Health: Intercranial Regulation, Thermoregulation, Cognition and Tissue Integrity
    - Encephalopathy
    - Multiple injuries
    - Burns
    - Alterations related to metastatic disease
    - Liver failure
9. Person: Family and Community
    - Families: end of life care (role changes at end of life)
    - Community resources for grief and loss
    - Indigenous community practices around grief and loss
10. Environment: Socio-economic, Political and Health Care
    - End of life support
    - Palliative care program
    - Access and choice related to care
    - End of life care continuum

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 415	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Professional Nursing IV: Leadership in Complex Care **Course Short Title:** Leadership in Complex Care	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

Leadership concepts will be explored to prepare nurses for complex health care environments. Management skills such as strategic planning, budgeting, scheduling, and staffing challenges will also be examined.

Prerequisites (or NONE):	NURS 324, NURS 325, and NURS 326.
Corequisites (if applicable, or NONE):	NURS 414 and NURS 416.
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	15
Lecture/seminar	30
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: **Hybrid only**

Expected frequency: **Winter only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 ethical and legal aspects related to end of life.
2. Discuss advanced leadership concepts in relation to complex health care environments.
3. Explore management skills of nurse leaders.
4. Analyze and evaluate complex clinical judgement processes.
5. Identify the challenges of increased scope and role transition from LPN to RN.
6. Apply conflict resolution strategies within the health care environment.
7. Apply cultural safety and humility practices to complex health care settings.

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

Assignments:	40%	Project:	30%	Final exam:	30%
	%		%		%

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	Arnold, E. C., and Boggs, K. U.	*Interpersonal relationships: Professional communication skills for nurses* (8th ed.). Elsevier.	2019
2.	Textbook	Keatings, M., and Smith, O.	*Ethical and legal issues in Canadian nursing* (4th ed.). Elsevier.	2019
3.	Textbook	Yoder-Wise, P. S.	*Leading and managing in Canadian nursing*. (2nd Canadian ed.).	2019
4.	Article	Semlali, I., Tamches, E., Singy, P. *et al.*	Introducing cross-cultural education in palliative care: focus groups with experts on practical strategies. *BMC Palliat Care* **19**, 171 (2020). https://doi.org/10.1186/s12904-020-00678-y	2020
5.	Online resource		https://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/cultural-safety-and-humility	

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

Course Content and Topics

1. Collaboration and Communication
   - Conflict resolution
   - Advanced collaboration skills
   - Negotiation
2. Ethics/Legal
   - End of life decision making and advanced directives
   - Examine ethical and moral approaches to end of life
   - Medical Assistance in Dying (MAiD)
   - Organ donation
3. Leadership and management
   - Human resource planning
   - Fiscal management
   - Career planning and development
   - Team capacity
4. Safety and professionalism
   - Nursing care audits
   - Compassion fatigue
   - Adaptation and resiliency
5. Clinical judgement
   - Setting priorities

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 416	**Number of Credits:** 5 Course credit policy (105)
Course Full Title: Nursing Practice IV: Acute Medicine and Complex Care **Course Short Title:** Pract: Acute Med/Complex Care	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

Nursing practice will include simulation, laboratory, and clinical experiences. Students will manage the complex nursing care of patients in medical/palliative health care settings.

Prerequisites (or NONE):	NURS 324, NURS 325, NURS 326, and (STAT 104 or STAT 106).
Corequisites (if applicable, or NONE):	NURS 414 and NURS 415.
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

Supervised laboratory hours (design lab)	20
Practicum	140
Total hours	**160**

Scheduled Laboratory Hours

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

Course Details

Special Topics course: **Yes**
(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: **Face-to-face only**

Expected frequency: **Winter only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

The course is specific to the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 the nursing process in a holistic manner when caring for individuals and families experiencing complex health challenges.
2. Utilize therapeutic communication skills when caring for individuals and families.
3. Utilize principles of holistic teaching and learning in a culturally safe manner with the individual and family.
4. Collaborate as a member of the health care team.
5. Utilize critical inquiry skills to formulate clinical judgments.
6. Perform within UFV and agency policies, BCCNM Professional Standards and Practice Standards.
7. Utilize ethical decision-making frameworks in selected situations.
8. Apply relevant legislation to clinical situations.
9. Apply leadership skills in complex health settings.
10. Demonstrate progression in clinical performance.

Commented [SH1]: It was suggested to change to "apply nursing processes" however there is only one "Nursing Process". It is a systematic model of assessment.

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

Quizzes/tests:	25%	Final exam:	45%	%
Assignments:	30%	Practicum:	Pass/Fail	%

Details:

Students must achieve 63% in the academic evaluations and satisfactory clinical performance to achieve credit in the course.

1. Clinical outcomes and indicators
2. Clinical assignments
3. Skill performance

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	Jarvis, C	*Pocket companion for physical examination and health assessment* (3rd Canadian ed.). Saunders	2018
2.	Textbook	Lewis, S.L. et al	*Medical-surgical nursing in Canada: Assessment and management of clinical problems* (4th Canadian ed.). Elsevier Canada	2019
3.	Textbook	Sealock, K., et al.	*Lilley's pharmacology for Canadian health care practice* (4th ed.). Elsevier.	2021
5.	Textbook	Perry, A.G., Potter, P.A., & Ostendorf, W.R.	*Nursing interventions and clinical skills* (7th ed.). Elsevier.	2019

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

Uniform and stethescope

Course Content and Topics

Laboratory:

- Review lab
- Subcutaneous ports (self-study)
- Physician orders and SBAR (self-study)
- Central venous catheters and parenteral nutrition (PN)
- Chest tubes
- Tracheostomy care and airway management
- Complex wound care and ostomy care
- Cardiac arrest (code)

Simulation experiences

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: NURS 426	**Number of Credits:** 15 Course credit policy (105)
Course Full Title: Nursing Practice V: Preceptorship **Course Short Title:** Nurs Practice: Preceptorship	
Faculty: Faculty of Health Sciences	**Department (or program if no department):** Nursing

Calendar Description:

This course provides students with a final clinical experience in preparation for entry-level Registered Nurse practice. Clinical experience is intended to consolidate students' professional practice.

Prerequisites (or NONE):	NURS 414, NURS 415, and NURS 416.
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	14
Supervised laboratory hours (design lab)	8
Practicum	490
Total hours	**510**

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: **Face-to-face only**

Expected frequency: **Summer only**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

This is the final practicum of the LPNA program.

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 2023
Faculty Council approval	**Date of meeting:**	December 19, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Utilize communication strategies to understand the meaning of the experience for the individual, family, group, or population.
2. Apply principles of holistic teaching and learning in a culturally safe manner for the individual, family, group, or population.
3. Formulate evidence-based clinical judgments.
4. Use a systematic process for decision making in the provision of nursing care to person.
5. Apply ethical perspectives and legislation to actual and potential clinical situations.
6. Demonstrate ability to take on leadership roles.
7. Apply evidence-based practice from nursing and related disciplines in the promotion, preservation, and restoration of health.
8. Demonstrate effective collaboration.
9. Implement holistic, culturally, safe and competent nursing care.
10. Demonstrate autonomy and management of the full scope of care of an entry to practice nurse.
11. Perform within UFV and agency policies, BCCNM Professional Standards, and Practice Standards.

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

Practicum:	Pass/Fail	%	%
	%	%	%

Details:

Pass/Fail assessment for Practice. The course grade will be credit/no credit. Journalling and self-assessment tools will be utilized and are a requirement of completing the practicum.

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	Vallerand, A. H., & Sandoski, C. A.	Davis's drug guide for nurses (16 th ed.). Philadelphia, PA: F. A. Davis Company.	2018
2.	Textbook	Lewis, S. L., Bucher, L., Heitkemper, M. M., Harding, M. M., Barry, M. A., Lok, L., Tyerman, J., & Goldsworth, S.	Medical surgical nursing in Canada: Assessment and management of clinical problems (4th Canadian ed.). Mosby Canada.	2018
3.	Textbook	Hubert, R. J.	Gould's pathophysiology for the health professions (K. C. VanMeter, Ed.) (6th ed.). Saunders.	2017
4.	Textbook	Potter, P. A., & Perry, A. G., Stockert, P. A. & Hall, A. M.	Canadian fundamentals of nursing (6th ed.). Toronto, ON: Elsevier Canada.	2019
5.	Textbook	Yoder-Wise, P. S., Waddell, J., & Walton, N.	Yoder-Wise's leading and managing in Canadian nursing (2nd Canadian ed.). Mosby Canada.	2019

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

Nursing uniform

Course Content and Topics

1. Student Lab/Theory:
   - Nursing skills review
   - IV insertion
   - Employment preparation

2. Practice Site:
   - Practice placements are selected from a variety of acute care, long term care, and community-based agencies. There will be integrated leadership experiences that may include shadowing leaders in health care (PCC, CNE, Charge Nurse, Site leader). There will be some opportunity for advanced clinical pathways such as ER, HAU, CCU and oncology.

UNIVERSITY OF THE FRASER VALLEY
FACULTY OF HEALTH SCIENCES

MEMO

TO: Undergraduate Education Committee

FROM: Alastair Hodges, Dean, Faculty of Health Sciences, Samantha Hampton and Amber Johnston, Co-Chairs - Faculty of Health Sciences Curriculum Committee.

DATE: 15 February 2023

RE: Changes to KIN Admissions Process

This memorandum is to notify the Undergraduate Education Committee that at the Faculty of Health Sciences Faculty Council meeting on January 27, 2023, the following motion was passed:

MOTION: To approve changes to the Bachelor of Kinesiology admissions process to a GPA-based competitive admission.

Currently, the Bachelor of Kinesiology (BKIN) degree program has a first-come first-serve admissions in which students are admitted based on the time of their online application. In recent years, with very strong demand for the program (approximately 25 – 30% of applicants are admitted each year), this has led to a "stampede" of applications focused at midnight on the day admissions to the program opens.

By shifting to a GPA-based admissions process, this stampede effect will be addressed. This change will increase equity in access and ensure optimal enrolment in the program. In addition, the BKIN is a demanding program in which a higher GPA has been shown to benefit student success in the program. The core courses in Kinesiology (a required group of courses worth 49 credits) have been showing higher failure rates in recent years.

All other Kinesiology degree programs at public PSI's in British Columbia currently have competitive entry in place; this change will bring UFV's School of Kinesiology program in line with our competitors.

Over the past two years the School of Kinesiology has been working with OREG on solutions to the current BKIN admissions challenges, with the current change suggested by OREG as the best option. The motion to adopt the proposed changes to admissions in the BKIN was supported unanimously at the January 20, 2023, School of Kinesiology meeting.

Attached are the memo for Program Change from the Director, the proposed changes to the entrance requirements in the Academic Calendar and track changes.

Memo for Program Changes

To: Faculty of Health Sciences

From: Dr. Gillian Hatfield, Interim Director, School of Kinesiology

Date: January 23, 2023

Subject: Program change (Bachelor of Kinesiology)

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):

   The Bachelor of Kinesiology program attracts more applicants than can be admitted each semester, currently admitting approximately 30% of applicants. There are no admission controls other than the time of application, provided the applicant meets our minimum admission requirements. Currently, once an applicant's requirements have been confirmed, admission is done through a first-come, first-served basis, based on the time stamp the application was received. This leads to a "stampede" of applications once the application window is activated each term and UFV has little ability to then recruit and attract applicants outside the narrow admission opening corridor.

   Our current system is inequitable, as it disadvantages rural or Indigenous applicants who may not have reliable internet, applicants who may be working, caregiving, or otherwise unavailable when the admission portal opens, and applicants who do not have a connection to UFV to know about first-come, first-served process, and how quickly our seats fill.

   The purpose of this proposed change is to move to a GPA-based competitive admission with the goal of addressing the current issue of the "stampede" of applications to increase equity in access to our program and ensure optimal enrolment in the Bachelor of Kinesiology. This change to our process of admission was brought to us from the Office of the Registrar as a suggestion for a solution for our current problem with admissions, and passed unanimously at the January 20, 2023 School of Kinesiology meeting.

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?

   N/A

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

   No additional resources will be required.

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

   Enrolment numbers will not change. Rather than admitting applicants based on a time-stamp, we will admit applicants based on their entering GPA. We believe this will increase access to our program, as our current system disadvantages rural or Indigenous applicants who may not have reliable internet, applicants who may be working, caregiving, or otherwise unavailable when the admission portal opens, and applicants who do not have a connection to UFV to know about first-come, first-served process, and how quickly our seats fill.

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?

   No.

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

   No additional resources will be required to accommodate this change.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

   No.

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.

    There are no budgetary implications of this program change.

Academic Calendar 2022/2023

Entrance requirements

Option 1: Secondary school (for students with secondary school graduation only)

In order to be admitted to the Bachelor of Kinesiology degree program, applicants must have completed the following requirements (see Note 1):

1. B.C. secondary school graduation or equivalent.
2. C+ or better in English Studies 12, English First Peoples 12, English 12, or English Literature 12~~Prerequisites for ENGL 105 or CMNS 125~~.
3. C or better in Statistics 12, Foundations of Mathematics 12, or Pre-calculus 12~~Prerequisites for STAT 104 or STAT 106.~~
4. One of Anatomy and Physiology 12, Biology 12, Chemistry 12, or Physics 12 with a minimum grade of C+ (see Note 2)~~One of Anatomy and Physiology 12, Biology 12, Chemistry 12, or Physics 12 with a minimum grade of C+ (see Note 2)~~.
5. Physical and Health Education 11 and/or 12 recommended, or have participated in athletic or recreational physical activity~~Physical Education 11 and/or 12 recommended (see Note 3)~~.

~~Note 1: Students who are upgrading to meet entrance requirements must provide proof of upgrading to OReg at the time of application.~~

Note ~~2~~: Students following the Exercise Science specialization will need to meet the prerequisites for BIO 111.

~~Note 3: Students following the Pedagogy specialization are highly recommended to take PE 11 and/or PE 12, or have participated in athletic or recreational physical activity.~~

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

In order to be admitted to the second year of the Bachelor of Kinesiology degree program, applicants must have completed the following requirements:

1. One of KIN 163 or KIN 170 with a minimum grade of C+.
2. C+ or better in English Studies 12, English First Peoples 12, English 12, or English Literature 12~~Prerequisites for ENGL 105 or CMNS 125~~; or completion of ENGL 105 or CMNS 125 with a minimum grade of C-.
3. C or better in Statistics 12, Foundations of Mathematics 12, or Pre-calculus 12~~Prerequisites for STAT 104 or STAT 106~~; or completion of one of STAT 104, STAT 106, or PSYC 110.
4. An additional 12 university-level credits (either KIN or non-KIN) with an overall GPA of 2.33.

Option 3: Departmental discretionary admission

The Kinesiology department will consider applicants with relevant experience, even though they may not possess the required GPA, course grades, or course currency necessary for entry into the degree program. Students may be required to complete one or more lower-level courses to satisfy any course deficiencies. The Kinesiology department will exercise its discretion in such cases with respect to conditional acceptance into the program.

Note: Students must contact the Kinesiology department for further information regarding eligibility and a written statement of permission to apply under this option.

Applicants must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar.

Students who do not meet these requirements might consider Qualifying Studies.

When to apply

Application dates for specific intake applications:

Semester	First day to apply	~~Recommended a~~Application deadline
Fall (September)	October 1	January 31
Winter (January)	May 1	August 31
Summer (May)	October 1	December 31

Basis for admission decision

1. Applicants must meet the minimum standard for entry.
2. Applicants who qualify will be offered seats in order (from highest to lowest) of one of the following:
   - For secondary school entrance, an admission GPA calculated from the three required courses above.
   - For university entrance, a cumulative GPA based on all university credits attempted.
3. Application date and time will be used to break ties when students have the same GPA.
4. Applicants who do not meet the minimum standard may be admitted to Qualifying Studies.~~There are a limited number of seats available in the Bachelor of Kinesiology degree program. Acceptance into the Kinesiology program will be determined through a first-come first-serve basis, assuming entrance requirements are met. Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted. Please refer to the specific entrance requirements outlined above in Option 1 (Secondary school entrance) and Option 2 (University entrance).~~

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Bachelor of Kinesiology

CWC comment and response:

- The BKin numeracy requirement includes STAT 104 and PSYC 110 as options, both of which only require Math 11. Why are the entrance requirements being changed to include Math 12?

  To provide some history when the BC Highschool Math curriculum WNCP changes came into effect (~2012/2013) the Department of Kinesiology adjusted our requirements to reflect the different levels of Math 11 and 12- this requirement read "One of Principles of Math 12, FOM 12, or Pre-calculus 12 with a C+ or higher". Then in 2018 the Kinesiology courses and program went under review and some of the admission requirements were adjusted – Academic Advising at that time had suggested that we not list all of the literacy or math requirements and simply have the entrance requirement to read 'meets the prerequisite for" and provide the link for the required literacy and numeracy course (ENGL 105 or CMNS 100 or higher, and one of STAT 104,106 or PSYCH 110). At that time when this review passed (2018/2019) these entrance requirements were in place to ensure student success in the required courses and to support what Advising had suggested. Since then, we have been encouraged to move away from 'meets the prerequisite for" as it is not always understood by the student. As well Advising and the Registrars office has suggested listing out the prerequisites again to make it clear to students what they need for entrance requirements.

  In addition, not all students take STAT 104, many take STAT 106 or PSYCH 110 to fulfil their numeracy requirement. On the UFV Math/Stats page under course descriptions it specifically notes that Math 11 prepares students for STAT 104 and Math 12 prepares students for STAT 106. In addition to reverting back to the previous entrance requirement for Math – we believe that this sets students up best for success. Even though the minimum requirement for the numeracy course credit within KIN is a Math 11, and although the KIN department does not have any specific courses that have set prerequisite of Math 12 – it is believed that this will benefit students in the long run for success in many KIN courses. This is an ongoing discussion within the School of Kinesiology looking at prerequisites that may/should be required or changed when the next course revisions and program review occur in 2024. There is an attached memo supporting the changes in the Math prerequisites dating back to 2013 reflecting the WNCP Math changes in the BC curriculum as well as suggestions from the 2011 program review. I have attached here to demonstrate the support for the Math 12.

UNIVERSITY OF THE FRASER VALLEY

UEC MEMORANDUM

UEC Chair: Samantha Pattridge
Phone: 4177

UEC Assistant: Amanda Grimson
Phone: 4571

TO: Dr. M. Evered, UFV Senate Chair

FROM: Samantha Pattridge, Undergraduate Education Committee Chair

DATE: February 4, 2013

RE: Bachelor of Kinesiology

At its March 2, 2012 meeting, UEC voted to approve changes to the Bachelor of Kinesiology entrance requirements, and recommended that these be approved by Senate. Senate subsequently questioned whether the submitted changes (Math 11 with a C to Math 12 with a C+) were correct, as the rationale did not include information about an increase in the required grade level. The KPE department has now resubmitted their request with a revised rationale, and UEC recommends that Senate approve these changes.

Please see the attached document for additional information.

MOTION:

THAT Senate approve the changes to the Bachelor of Kinesiology mathematics entrance requirements as recommended by UEC, effective as noted below:

Current mathematics entrance requirements:

- Principles of Mathematics 11 with a C or better.

Proposed mathematics entrance requirements for September 2013:

- One of Principles of Mathematics 11 or Pre-calculus 11 with a C or better; or one of Foundations of Mathematics 12, Pre-calculus 12, or Principles of Mathematics 12 with a C+ or better.

Proposed mathematics entrance requirements for September 2014:

- One of Foundations of Mathematics 12, Pre-calculus 12, or Principles of Mathematics 12 with a C+ or better.

RATIONALE:

This change reflects the new high school math curriculum, and recommendations from external and internal reviewers that the KPE program include a higher standard for pre-screening prospective students. The KPE department believes this is the best suitable option to capture students that will be successful in the program.

Please see the attached document for additional details.

Memorandum

To: Members of the UEC and Senate

CC: Erin Hailstone

From: Amber Zutz, Chair of KPE Curriculum Committee

Date: 01/25/13

Re: Stronger Rationale for changes to Math pre-requisite for program entrance

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This change has been made to the official course outline using track changes as attached and has been approved through the KPECC, KPE Department, UEC and the Health Sciences Faculty Council. Previously UEC approved the change and Senate then asked for a stronger rationale to support the pre-requisite change and to confirm that in fact both the grade level and academic grade were both being changed.

CHANGE:

Please note/approve the KPE department Math pre-requisite/entrance requirements that have been changed and adopted to the new Math highschool curriculum

Current requirement reads as: "Principals of Math 11 with a Grade C or higher"

New requirement will read: after much discussion and collaboration with Elaine Harris (AR) she suggested the following as we transition into the new highschool Math curriculum.

For **Fall 2013** it would read: Principles of Math or Precalculus 11 with a C, or one of Principles of Math 12, Foundations of Math 12 or Precalculus 12 with a C+

For **Fall 2014** the new requirement would read: Principles of Math 12, Foundations of Math 12 or Precalculus 12 with a C+

***Please note that it was suggested that we continue to accept Principles of Math 12 even though it is phasing out of the highschool Math curriculum. This was suggested by Elaine because it is comparable to these new courses, and there will be students who have taken the older version of math. We also equate most out of province math courses to MA12, as it*

would be tough to determine which of the new courses is the best fit. Other departments have all been asked to continue to accept the old math courses, for now at least, and have done so.

RATIONALE:

This has been a UFV wide change that was brought to us in 2012 from the Math department in accordance to the WNCP Highschool Math Curriculum changes. This change in pre-requisite reading has been discussed with the KPE department and also with Dr. Greg Schlitt, Department Head of Math and we believe this is the best suitable option to capture students that will be successful into the program.

Both the grade level (changed from Math 11 to Math 12) has been changed in addition to the final grade requirement (changed from a C grade to a C+). The rationale(s) for the change are as follows:

a) After reviewing the breakdown of the new Highschool Math Curriculum we believe that students will gain a stronger foundation from the new Math 12 curriculum and will therefore be better prepared for success in KPE courses and related electives.

b) As with many UFV programs, KPE is a competitive program. With our recent program review (2011) it was recommended from external and internal reviewers to set a higher standard for pre-screening students for our program (Math was one of the suggestions to consider for increasing this standard).

Noted from KPE Department Program Review: External Review Report Page 5-6

Recommendation 1b: *Consider altering the entrance requirements for high school students seeking direct entry into the KPE program as demand is high and space is limited. Specifically, increase the entrance requirements for high school students seeking direct entry into the KPE program, as well as General Studies and transfer students seeking acceptance into KPE. Possible changes for high school students seeking direct entry include increasing the math requirement from a C to a B and increasing the science requirements from a C+ to a B. Requiring a minimum GPA of 2.5 for General Studies and transfer students could increase the quality of KPE students.*

<u>Rationale</u>: The "competitive entry process" (p. 5 of the Self-Study document) applied to high school students seeking direct entry requires a C+ in two sciences, a C in Math 12, and a B in English. This may not be competitive enough. Currently, the KPE program is in a position to attract a stronger student. Increasing the math requirement may address some of the Faculty's concerns about the quality of graduates in KPE (p. 75 of the Self-Study document). A higher entrance requirement

may alleviate some of the Faculty concerns about writing skills, study skills, and personal development (p. 75 of the Self-Study document).

c) In competition with other institutes offering similar programs, this proposed change also falls in line with their current changes and entrance requirements as per the WNCP Math curriculum changes. Making our program competitive across the province.

INFORMED PROGRAMS:

Upon approval, changes will be made to the official course outline, program information sheets, and to the UFV calendar. The final requirements will be effective in Fall 2014. Until then a transition period will be accepting both old and new pre-requisite for Fall 2013.

Memo for Course Changes

To: UEC

From: RoseAnne Timbrell, Department Head of CYFS

Date: 2022-11-16

Subject: Proposal for revision of CYC 330 – Trauma Informed Practice 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 based on 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 and the Institutional Learning Outcomes (ILOs). The changes reflect a decolonized and inclusive approach to Trauma Informed Practice.

CYC 330 learning outcomes mapped to UFV ILOs	
Institutional Learning Outcomes	**Met by CYC 330**
Demonstrate information competency	1,2
Analyze critically and imaginatively	2,3,4
Use knowledge and skills proficiently	1,2,3,4,5,6,7
Initiate inquiries and develop solutions to problems	4,5,6,7
Communicate effectively	5,6
Pursue self-motivated and self-reflective learning	5,6,7
Engage in collaborative leadership	5,6

Engage in respectful and professional practices	1,2,3,5,6,7
Contribute regionally and globally	1,2,3,4,5,6

CYC 330 Learning Outcomes

1. Describe the socio- political and cultural dimensions of trauma and complex traumatic experiences, and ecological factors that promote resiliency and post-traumatic growth
2. Describe how trauma intersects with the unique experiences of Indigenous and diverse populations
3. Identify how racism, systemic racism, and systemic oppression contributes to the ongoing trauma of Indigenous, Black, people of colour, and other diverse populations.
4. Identify the distinct types of trauma and how they impact children, youth, adults, parents, families and communities across the lifespan
5. Design experiential and psychoeducational strategies to relay relevant physical and neurobiological, emotional, cognitive, spiritual, and relational impacts of trauma to children, youth and/or parents in culturally relevant ways
6. Apply appropriate practice skills and interventions that provide support, safety, stabilization, and referral for children, youth, and/or parent survivors of trauma and complex trauma
7. Demonstrate self-awareness about the impact of working with survivors of trauma, and self-care strategies and resources that will prevent vicarious trauma

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No, 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 reflects diverse and Indigenous perspectives about how trauma is experienced. For instance, it examines the context of sociopolitical and cultural influences while exploring the impact of historical and intergenerational trauma, and continued systemic racism on Indigenous individuals, families, and communities. Experiential class activities assist students to make meaning of trauma through the lens of Indigenous worldview. Students frequently use the Indigenous wellness wheel, when debriefing content in class. Students also regularly experience grounding exercises in nature, with music and movement, and with Indigenous drumming when an elder is available. Activities such as the “backpack exercise” (created by Lorna Andrews) help student understand Indigenous Intergenerational trauma.
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? This course examines how trauma can be transformed through the lens of relationships that invite healing for action and social justice. Thoughtful attention has been given to a strength based CYC approach which prioritizes relationally

and culturally safe practice, when introducing trauma and strategies for healing and resiliency. Assignments provide a choice of formats that are reflective of the diversity in the classroom. Consideration of the unique impact of oppression on diverse individuals and communities and their lived experiences of trauma in woven throughout ~~all course content~~.

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.). Due to the heaviness of the course content and the need for the instructor to be available for debriefing, referrals, and managing student responses to the material, class size limit is limited to 24 students approved by Tracy Ryder Glass 2019. This course is offered two times per year and makes space for students from outside of the CYC degree, which creates a strong Interdisciplinary learning environment.
9. Estimate of the typical costs for this course, including textbooks and other materials: $30.00

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: CYC 330	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Trauma-Informed Practice in Child and Youth Care **Course Short Title:** Trauma-Informed Practice: CYC	
Faculty: Faculty of Education, Community, & Human Dev.	**Department:** Child, Youth and Family Studies

Calendar Description:

Explores knowledge, skills, and attitudes required to work with trauma in children, youth, communities, and families, from lenses of diverse, Indigenous, and Western knowledge systems. Students learn relational, strengths based, and culturally relevant interventions that promote resiliency and healing and that recognize the intersecting impacts of social location.

Note: Students with credit for CYC 360Q cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of (CYC 100 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, CYC 168, CYC 202, CYC 210, CYC 220, CYC 203, CYC 275, CYC 280, and CYC 296.
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 360Qf

Cross-listed with: **N/A**

Equivalent course(s): **N/A**

(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	14
Experiential (cultural/elder learning or participation)	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)**: 24**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Yes

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: Yes	**Date of meeting:**	November 16, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 socio- political and cultural dimensions of trauma and complex trauma, and ecological factors that promote resiliency and post-traumatic growth.
2. Describe how trauma intersects with the unique experiences of Indigenous and diverse populations.
3. Identify how racism, systemic racism, and systemic oppression contributes to the ongoing trauma of Indigenous, Black, people of colour, and other diverse populations.
4. Identify the distinct types of trauma and how they impact children, youth, adults, parents, families and communities across the lifespan.
5. Design experiential and psychoeducational strategies to relay relevant physical and neurobiological, emotional, cognitive, spiritual, and relational impacts of trauma to children, youth and/or parents in culturally relevant ways.
6. Apply appropriate practice skills and interventions that provide support, safety, stabilization, and referral for child youth and parent survivors of trauma and complex trauma.
7. Demonstrate self-awareness about the impact of working with survivors of trauma, and self-care strategies and resources that will prevent vicarious trauma.

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

Assignments:	45%	Project:	30%		%
Quizzes/tests:	15%	Lab work:	10%		%

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.)*

Cultural/Elder learning or participation

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	Bath, H., & Seita, J.	*The Three Pillars of Transforming Care.* University of Winnipeg Faculty of Education.	Current
2.	Online resource	Ministry of Children and Family Development	*Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families.*	Current
3.	Indigenous knowledge	Dr. Reg Crowshoe	The Unignorable Issue of Intergenerational Trauma	Current
4.	Textbook	Linklater, R	*Decolonizing Trauma Work.*	Current
5.	OER book	Clarke, K., & Yellow Bird, M.	Decolonizing *Decolonizing Pathways towards Integrative Healing in Social Work.* Routledge.	Current

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

Course Content and Topics

- Trauma Informed Practice and Building Safety and Resources
- The social, cultural, political, and historical contexts of trauma and resiliency, and building cultural safety
- Witnessing: Relational CYC and vicarious trauma
- Types, signs and symptoms of trauma
- Intergenerational trauma
- The Trauma of Racism and Oppression
- Adverse Childhood Experiences and Resilience
- Brain architecture and the impact of trauma on holistic development
- Understanding the brain's response to trauma
- Memory and dissociation
- The centrality of attachment and relationship to complex trauma
- Fostering resiliency, post traumatic growth and wisdom
- Relational, somatic and strength-based strategies that foster safety, stabilization, and resiliency

Memo for Course Changes

To: UEC

From: RoseAnne Timbrell, Department head of CYFS

Date: 19/01/2023

Subject: Proposal for revision of CYC 410 – Advance Practice 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: Move to Credit/No Credit grading system and shift learning outcomes for congruence with an Equity, Diversity, Inclusion, Decolonizing, and Social Justice Praxis. Additionally, we have increase the pre- and corequisites to reflect what are now core courses in the CYC degree program

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 and the Institutional Learning Outcomes (ILOs). The changes reflect a decolonized and inclusive approach to practicum, from a social justice praxis lens.

CYC 410 learning outcomes mapped to UFV ILOs

CYC 410 learning outcomes mapped to UFV ILOs	
Institutional Learning Outcomes	**Met by CYC 410**
Demonstrate information competency	1,4,5
Analyze critically and imaginatively	1,2,3,4,5,6,7
Use knowledge and skills proficiently	1,2,3,4,5,6,8

Initiate inquiries and develop solutions to problems	1,2,3,4,5,6,7,8
Communicate effectively	1,2,3,4,5,6,7,8
Pursue self-motivated and self-reflective learning	1,2,3,4,5,6,8
Engage in collaborative leadership	1,2,3,4,5,6,7,8
Engage in respectful and professional practices	1,2,3,4,5,6,7,8
Contribute regionally and globally	1,3,4,5,7

CYC 410 Learning Outcomes

1. Assess the experience of working directly with diverse children, adolescents, and/or their families through the lens of social justice praxis.
2. Demonstrate cultural safety, cultural humility, and respect for diversity.
3. Apply CYC approaches and theories that are relevant for diverse and Indigenous populations.
4. Apply culturally relevant relational case planning.
5. Demonstrate ethical behavior through the lens of CYC competencies and characteristics, that attend to the Five R's of relationships, respect, relevance, responsibility and reciprocity (adapted from Kirkness & Barnhardt (1991), by Restoule (2008, 2019) and (Tessaro, 2018).
6. Incorporate active sub-visioning, co-visioning and supervisioning as part of professional practice.
7. Examine the role of the child and youth care practitioner within the interdisciplinary work environment.
8. Apply a developmental learning process to increasing levels of responsibility and self-direction.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No, 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 practicum course begins by orienting students and their practicum mentors to building relationships using the 5 R's (adapted from Kirkness & Barnhardt (1991), by Restoule (2008, 2019) and (Tessaro, 2018). Course assignments such as the Social Justice Praxis reflections prompt students to examine their CYC positionality through a Indigenized, antiracist, and politicized lens for social justice. Praxis Reflections assess holistic learning and can be completed in writing, verbal discussion with the course Instructor, or though another creative means (e.g., digital audio recording, art journal, video) based on the students' strengths and learning style. The format of Praxis reflections is also flexible. For instance, students are invited to attend to the dimensions of social justice praxis through Indigenized processes such as:

   - Indigenous Wellness: Thoughts, Feelings, Actions, Spirit (Loiselle & McKenzie, 2006)
   - The five R's: Relationship, Respect, Relevance, Reciprocity and Responsibility (adapted from Kirkness & Barnhardt (1991), by Restoule (2008, 2019) and (Tessaro, 2018).

- The Circle of Courage: Belonging, Mastery, Independence, and Generosity (Brendtro, Brokenleg, & Van Bockern, 2012).

Another example of Indigenized process is the seminar format. The process for practicum seminar dialogue is informed by the 5 R's, and circle processes from a lens of two eyed seeing.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? Incorporating Equity, Diversity, Inclusion, and Decolonization for Social Justice in CYC practice is the primary focus of the fourth-year practicum. In social justice praxis reflections, seminar discussions, and personal evaluations, students are asked to practice reflexivity as they examine the impact of structural oppression in service delivery. Thoughtful attention has been given to a strength based CYC approach which prioritizes relationally and culturally safe practice. Assignments provide a choice of formats that are reflective of the diversity in the classroom. Consideration of the unique impact of oppression on diverse individuals and communities and their lived experiences of oppression, and trauma is part of practicum exploration.
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 primary shift in this course is moving from a grade based to a competency-based system of evaluation, using Credit/No credit. This grading system honours the generative, developmental nature of practicum, and enables students to rely heavily on self and collaborative assessment for practice competency as they develop internal mechanisms for lifelong learning in ethical CYC practice.
9. Estimate of the typical costs for this course, including textbooks and other materials: N/A

CWC comment and response:

- Why are the experiential hours specifically 401?

  We are now accredited with Child Youth Care Educational Accreditation Board of Canada (CYCAEABC). The 401 hours are part of the total number of required hours for practicum per the outline for CYCEABC. CYC 410 requires 401 hours, and CYC 310 requires 326 for a total of 727 hours in order for students to graduate.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2020
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2025
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: CYC 410	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Advanced Practice in Child and Youth Care **Course Short Title:** Advanced Practice in CYC	
Faculty: Faculty of Education, Community, & Human Dev.	**Department:** Child, Youth, and Family Studies

Calendar Description:

Supervised practicum focused on CYC practitioner identity and application of learning within a field experience. Students are placed in a milieu aligned with their practice interests, to apply CYC life space and planned interventions and evaluation skills at an advanced level. Professional collaboration, the integration of culturally relevant theory and practice, relational care, and social justice with diverse and Indigenous populations are emphasized.

Note: This course is offered either as CYC 410 or CYC 410A and CYC 410B. When run as a full year course, students must take both CYC 410A and CYC 410B in the same academic year to receive credit.

Prerequisites (or NONE):	Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of the following: CYC 310, CYC 320, CYC 340, CYC 367, and CYC 368. Note: As of January 2024, prerequisites will change to include C+ or better in CYC 325 and CYC 330.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	CYC 402, CYC 425, CYC 469, CYC 485, and CYC 499.

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	24
Practicum	401
Total hours	**425**

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 semester**

Maximum enrolment (for information only)**: 12**

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:**	January 18, 2023
Faculty Council approval	**Date of meeting:**	March 3, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Assess the experience of working directly with diverse children, adolescents, and/or their families through the lens of social justice praxis.
2. Demonstrate cultural safety, cultural humility, and respect for diversity.
3. Apply CYC approaches and theories that are relevant for diverse and Indigenous populations.
4. Apply culturally relevant relational case planning.
5. Demonstrate ethical behavior through the lens of CYC competencies and characteristics, that attend to relationships, respect, relevance, responsibility and reciprocity.
6. Incorporate active sub-visioning, co-visioning and supervisioning as part of professional practice.
7. Examine the role of the child and youth care practitioner within the interdisciplinary work environment.
8. Apply a developmental learning process to increase levels of responsibility and self-direction.

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

Practicum:	100%		
	%		

Details:

In order to be assigned credit for CYC 410, 401 practicum hours at a level of competency and the following activities need to be completed:

- Collaborative midpoint and final site evaluation
- Seminar attendance and contributions
- Social justice praxis reflection summaries
- Agency profile presentation
- Self-evaluation, SMART goals
- Legacy project for practicum agency
- Reflective learning narrative

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.)*

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	CYC Faculty	CYC 410 Practicum Field Guide	2022
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Overview of practicum and practice domains
- Practicum expectations, agreements, opportunities, myths, and challenges/barriers
- Seminar is presented as a form of a community of practice to development skills of peer consultation in professional practice
- Two eyed seeing in Reflexivity and ethical decision making in practicum
- Social justice and decolonizing CYC praxis
- Goal setting
- Professional communication and conflict resolution
- CYC Practice Orientation
- Circle Processes for ongoing seminar consultation and clinical CYC group discussion
- Weaving together theory and practice to discover professional identity

Memo for Course Changes

To: CACC

From: (Department head or Chair of Program Working Group)

Date: January 6, 2023

Subject: Proposal for revision of IPK 100

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: Course outline has been updated to remove the restriction on students taking IPK 101 for further credit. Calendar description was written in passive voice and has been updated to active voice. Learning outcomes were previously at 10, and have been condensed to 7 in keeping with updated guidelines for 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): Not applicable.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not applicable.
5. Which program areas have been consulted about the change(s)? Indigenous 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). IPK 100 is designed to provide Indigenous students with the skills and tools to begin and advance their academic journey through their first year of study at UFV, and to honour students' cultural and ancestral protocols. IPK 100 is taught by an Indigenous teacher, and Indigenous worldviews are

central to IPK 100, and the stated aim of decolonizing education is effected in part by IPK 100's emphasis on texts and resource materials by Indigenous scholars.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? IPK 100 is designed to address Indigenous students' access to and progression through academic programs at UFV.
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 (excluding tuition): The only textbook cost is *Indigenizing The Academy*, which retails at $22 online.

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)**:** March 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: IPK 100	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Learn Today, Lead Tomorrow **Course Short Title:**	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Indigenous Studies

Calendar Description:

Provides students with the forum to share their gifts and talents in order to achieve academic success today and become leaders tomorrow. Students will build critical-thinking and interpersonal skills in order to develop a sense of belonging in a post-secondary setting while respecting their own and others' Indigenous identities and worldviews.

Note: Students with credit for IPK 121 or IPK 122 cannot take this course for further credit.

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): **IPK 121, IPK 122**

(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	21
Experiential (cultural/elder learning or participation)	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: **Face-to-face only**

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: **No**

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

Department approval	**Date of meeting:**	November 2016
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 critical thinking skills to maintaining Indigenous worldview within western academia.
2. Demonstrate collaborative interpersonal skills within university settings.
3. Identify and access university student resources and online learning platforms such as myUFV and Blackboard.
4. Set personal goals in relation to balancing school, family, and culture.
5. Apply study and exam preparation skills.
6. Engage in relationship building with faculty, staff, and other students.
7. Articulate their individual learning needs.

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

Assignments:	100%	%	%
	%	%	%

Details:

Critical thinking through dialogue: 20%
Meeting with Student Services Advisors: 10%
Informal class presentation: 10%
Punctuality and preparedness: 10%
Participation in UFV activities: 10%
Oral presentation: 10%
Class participation: 10%
Journal: 20%

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.)*

Methods include the following: Discussions, guest speakers, student-centred activities, readings, and lectures. At least 50% of classroom time will be spent in student dialogue, sharing learning experiences and linking of one's own educational experiences with those of others while recognizing ways to bridge the academic-social-cultural divide in their own education.

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	Variety of academic articles written by Indigenous scholars		
2.	Textbook			
3.	Indigenous knowledge	Elder / Leader	guest lectures	
4.	Video	UBC Students	What I Learned in Class	
5.	[click to select]			

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

Course Content and Topics

- Orientation including myUFV and Blackboard online platforms, library, and goal setting
- Study skills and exam preparation, critical thinking
- Indigenous worldview; decolonizing education
- UFV campus life, building sense of belonging
- Library methodology
- Interpersonal skills and problem solving
- Developing personal plan of commitment to culture/worldview and academia

UFV Transfer Credit Request Form

Course(s): **IPK 100**

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	☐	☐
ASM	Acsenda School of Management	☐	☐
AU	Athabasca University	☐	☒
BCIT	BC Institute of Technology	☐	☐
CAMO	Camosun College	☐	☒
CAPU	Capilano University	☐	☒
CCC	Corpus Christi College	☐	☐
CMTN	Coast Mountain College	☐	☐
CNC	College of New Caledonia	☐	☐
COTR	College of the Rockies	☐	☐
COLU	Columbia College	☐	☐
COQU	Coquitlam College	☐	☐
DOUG	Douglas College	☐	☒
EC	Emily Carr University of Art & Design	☐	☐
FDU	Fairleigh Dickinson University	☐	☐
FIC	Fraser International College	☐	☐
JIBC	Justice Institute of BC	☐	☐
KPU	Kwantlen Polytechnic University	☐	☒
LANG	Langara College	☐	☐
LCV	LaSalle College Vancouver	☐	☐
NVIT	Nicola Valley Institute of Technology	☐	☒
NIC	North Island College	☐	☐
NLC	Northern Lights College	☐	☒
OC	Okanagan College	☐	☒
QU	Quest University	☐	☐
SELK	Selkirk College	☐	☐
SFU	Simon Fraser University	☐	☒
TRU	Thompson Rivers University	☐	☒
TWU	Trinity Western University	☐	☐
UBCO	University of British Columbia – Okanagan	☐	☒
UBCV	University of British Columbia – Vancouver	☐	☒
UCW	University Canada West	☐	☐
UNBC	University of Northern BC	☐	☒
UVIC	University of Victoria	☐	☒
VCC	Vancouver Community College	☐	☐
VIU	Vancouver Island University	☐	☒
YVU	Yorkville University	☐	☐

Visit https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see www.bccat.ca/pubs/resources/HowToArticulate2018.pdf.

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Samantha Pattridge and Undergraduate Education Committee Members

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

Date: December 2022

Subject: Proposal for revision of POSC 321 Global Issues in Indigenous Politics

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:
   - POSC 321 Global Issues in Indigenous Politics is a newer course that was first offered in Winter 2022. The course revisions follow from the experience of offering this course to students for the first time. Political Science majors were easily able to enroll in the course, but the prerequisites did not adequately capture the interdisciplinary nature of the study of Indigenous politics at the global level. The existing prerequisites unnecessarily limited access to the course for students from disciplines other than Political Science. The Global Development Studies Program Committee (GDS PC) has proposed to add this course as an upper-division option within the GDS BA, Extended Minor, and Minor. UFV's prerequisite policy indicates that prerequisites should be set at the minimum required for students to have a reasonable chance of success in the course. Lowering the prerequisites to "45 university-level credits" brings POSC 321 into better alignment with this policy. The previous prerequisites unduly limited access to the course to students with a background in Political Science or to students who had taken a select list of courses that are not necessarily offered regularly. The revision corrects the prerequisites to reflect the interdisciplinary nature of POSC 321 and to facilitate access for GDS students by acknowledging that "45 university-level credits" are adequate preparation to take a course on global Indigenous politics and potentially excel at it.

- The calendar description has been shortened and clarified to better reflect current best practices at UFV. It no longer lists specific topics covered, which will give the course more flexibility to incorporate topical issues that are important to Indigenous Peoples and their movements. It also clarifies that students will read work by Indigenous scholars, which is a vital clarification, because the vast majority of texts assigned in the course will be by Indigenous scholars.
- Changes to the learning objectives make these objectives clearer and make sure that they follow UFV policies for upper-division courses.
- The course revision also reinforces the necessity to Indigenize and decolonize the reading list, teaching practices, and assignments for this course. Students will read work by Indigenous scholars who live and work in Canada and in other countries and world regions. The teaching practices of the course require students to engage with scholarship by Indigenous scholars and to include material from Indigenous perspectives in their own scholarship.
- The assignments as revised reflect that students need to learn how to do research about Indigenous issues without reproducing colonial practices. This is particularly important for non-Indigenous students, but Indigenous students will also benefit from learning about what Indigenous scholars consider important practices within the scholarship on Indigenous politics. The assignments have been revised to better teach students how to engage with public policy issues that are relevant to Indigenous Peoples and communities and how to do research and share that research in respectful and appropriate ways with Indigenous communities. Both skills are vital for students who intend to work on issues that affect Indigenous Peoples.
- The course content and topics have been revised to reflect a topical approach to global Indigenous politics that includes information and sources from multiple regions in the same week's material instead of a region-based approach. The topic-based approach allows the course to be more clearly global in scope.

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 not 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?
   - This course will be an upper-division option in the GDS BA, Extended Minor, and Minor. The revisions facilitate access to this course for GDS students.
5. Which program areas have been consulted about the change(s)?
   - The GDS PC has been consulted about these changes and supports them.
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).

- POSC 321 focuses entirely on Indigenous Peoples' politics. It is vital that students who study Indigenous politics and activism read scholarship by Indigenous scholars. They need to learn from Indigenous scholars and to learn to centre Indigenous voices in their own scholarship about Indigenous politics. Reading work by Indigenous scholars is extremely valuable for Indigenous students. It shows Indigenous students that academic careers are viable pathways for people like them and it reinforces that Indigenous knowledge and worldviews are not incompatible with academic scholarship.
- POSC 321 uses texts by Indigenous scholars whose Peoples' traditional lands are in places that are now part of countries including: Canada, the United States, Latin American countries, Nordic countries, Australia, New Zealand, and India. The exact areas, Indigenous Peoples, and scholars included in the course can vary year to year, but the preponderance of readings will be by Indigenous scholars doing work with their own or other Indigenous Peoples. Many of these scholars study politics, but students will also read work by Indigenous scholars working in other disciplines.
- This course covers international law that pertains to Indigenous Peoples. It discusses the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in detail and also covers the 1989 International Labour Organization's Indigenous and Tribal Peoples Convention, No. 169 (ILO 169), which is important for Latin American Indigenous activism.
- The assignments allow students to pursue their own research interests, and Indigenous students are encouraged to draw on their own knowledge systems. The course asks settler students to respect Indigenous knowledge systems.
- Students are asked to complete a policy paper that asks them to understand a public policy issue that affects Indigenous Peoples from the perspectives of Indigenous activists and scholars.
- Students will also complete a longer research paper on a topic of their choosing. Indigenous students are encouraged to reference their own experiences and knowledge systems in their research paper and the class readings provide examples of Indigenous scholars who do so.
- Students are required to cite the work of Indigenous scholars in their policy and research papers.
- Students will work collaboratively in class and engage in class discussion about their own research projects.
- The course also asks students to work through how to share academic research with non-academic communities. This skill is vital for students who plan to work with Indigenous activists and communities in the future.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   - Students are required to think about positionality and to reflect on their own positionality.
   - Evaluation methods include both written and oral assignments, and students are asked to think about how to present their own work to different types of audiences.
   - The class works on assignments in stages. The research paper is due in stages, and students will discuss their research process with each other in class.

- Readings by Indigenous scholars include work by Indigenous scholars from diverse backgrounds, including scholars from different countries, rural and urban backgrounds, and different genders. Students are asked to think about issues of diversity, equity, and inclusion in their own research and to remember that Indigenous Peoples are diverse and that Indigenous scholars are also diverse.
- The course readings are available on Blackboard or through the UFV library, and the class material is accessible to students who use screen readers and other assistive technology.

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 (excluding tuition):
   - The majority of course readings will be available on Blackboard. Students will also be required to read an Indigenous style guide, which is available for free from the UFV library as an e-book and costs about $20 as a paperback book. Students may also spend money on materials for their presentations and on printing materials for class. Overall costs should be less than $50 (potentially much less than this amount).

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2022
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** April 2027
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: POSC 321	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Global Issues in Indigenous Politics **Course Short Title:** Global Issues: Indigenous Pol	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Examines the global Indigenous rights movement and Indigenous politics by engaging with Indigenous scholars on a variety of topics.

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:

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 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 how Indigenous politics reflect regional and global understandings of Indigeneity and Indigenous rights.
2. Assess the development and impact of international legal instruments for Indigenous rights, including the 2007 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the 1989 International Labour Organization's Indigenous and Tribal Peoples Convention, No. 169 (ILO 169).
3. Analyze Indigenous activism in different world regions.
4. Analyze key concepts including autonomy, self-determination, self-governance, Indigeneity, peoplehood, Indigenous lands and territory, treaties, colonialism, ethnicity, racism, assimilation, and resurgence.
5. Integrate Indigenous voices, knowledge, and research methods into their own study of Indigenous politics.
6. Discuss the contributions and impact of scholars of Indigenous politics, with an emphasis on work by Indigenous scholars.

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

Assignments:	100%	%	%
	%	%	%

Details:

- Seminar discussion: 10%
- Reflection on positionality: 10%
- Policy paper: 15%
- Policy presentation; oral presentation with visual component: 10%
- Research question: 5%
- Research paper thesis and plan: 5%
- Presentation of findings focused towards a community audience: 15%
- Research paper: 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.	Article	Figueroa Huencho, V.	"Why do Indigenous public policies fail?" *Policy Studies* 43(2): 125-143.	2022
2.	Online resource	Lightfoot, S.	*Global Indigenous Politics: A Subtle Revolution.* New York: Routledge. 33-71.	2016
3.	Online resource	Moreton-Robinson, A.	*The White Possessive: Property, Power, and Indigenous Sovereignty*. Minneapolis, MN: University of Minnesota Press. 173-189.	2015
4.	Article	Tuck, E. & K. W. Yang	"Decolonization is not a metaphor." *Decolonization: Indigeneity, Education & Society* 1(1): 1-40.	2012
5.	Textbook	Younging, G.	*Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*. Edmonton, AB: Brush Education.	2018

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

None

Course Content and Topics

- Global issues in Indigenous rights and activism
- Writing about Indigenous Peoples' politics
- Indigenous identity, gender, racialization, and political community
- Indigenous Peoples and settler colonial states
- State violence and genocide
- Indigenous activist networks
- The United Nations and Indigenous activism
- Relationships among Indigenous Peoples and governments; public policy presentations
- Indigenous lands and territory
- Indigenous autonomy, self-determination, and resurgence
- Indigenous knowledge, development, and the environment
- Indigenous Peoples and migration
- Research presentations

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	Ajcalón Choy, R. A. Ford, & I. A. Velásquez Nimatuj.	"Racism and Maya Achi Resistance within the Contradictions of Neoliberal Multiculturalism." In: J.Hooker, ed., G. Altamirano Rayo, A. Ford, & S. Lownes, trans. *Black and Indigenous Resistance in the Americas: From Multiculturalism to Racist Backlash*. Lanham, Maryland: Lexington Books. 123-157	2020
2.	article	Altamirano-Jiménez, I.	"Indigenous Women Refusing the Violence of Resource Extraction in Oaxaca." *AlterNative* 17(2): 215-223.	2021
3.	online resource	Altamirano-Jiménez, I.	"The State is Not a Savior: Indigenous Law, Gender, and the Neoliberal State in Oaxaca." In: Joyce Green, ed. *Making Space for Indigenous Feminism,* Second edition. Black Point: NS: Fernwood Publishing. 215-233	2017
4.	article	Andersen, C.	"More than the Sum of Our Rebellions: Métis Histories beyond Batoche." *Ethnohistory* 61(4): 619-633.	2014
5.	article	Arvin, M., E. Tuck & A. Morrill	"Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy." *Feminist Formations* 25(1): 8-34.	2013
6.	article	Bargh, M.	"Challenges on the path to Treaty-based Local Government relationships." *Kōtuitui: New Zealand Journal of Social Sciences Online*. 16(1): 70-85.	2021
7.	online resource	Borrows, J.	*Freedom and Indigenous Constitutionalism.* Toronto: University of Toronto Press. 161-180.	2016
8.	article	Byrd, J. A.	"Weather with You: Settler Colonialism, Antiblackness, and the Grounded Relationalities of Resistance." *Critical Ethnic Studies* 5(1-2): 207-214.	2019
9.	online resource	Christie, G.	"Indigenous Legal Orders, Canadian Law and UNDRIP." In: J. Borrows, L. Chartrand, O. E. Fitzgerald, & R. Schwartz, eds. *Braiding Legal Orders: Implementing the United Nations Declaration on the Rights of Indigenous Peoples.* Waterloo, ON: Centre for International Governance Innovation Press. 47-53.	2019
10.	online resource	Coulthard, G.	"Place against Empire: The Dene Nation, Land Claims, and the Politics of Recognition in the North." In: A. Eisenberg, J. Webber, G. Coulthard, & A. Boisselle, eds. *Recognition versus Self-Determination: Dilemmas of Emancipatory Politics*. Vancouver, BC: Univ. of British Columbia Press. 147-173.	2014
11.	article	Dankertsen, A.	"I Felt So White: Sámi Racialization, Indigeneity, and Shades of Whiteness." *Native American and Indigenous Studies* 6(2): 110-137.	2019
12.	online resource	Dillingham, A.S.	*Oaxaca Resurgent*: *Indigeneity, Development, and Inequality in Twentieth-Century Mexico*. Stanford, CA: Stanford Univ. Press. 119-144.	2021
13.	article	Dungdung, G., F. Padel, & V. Damodaran	"And red flows the Koina river: Adivasi resistance to the 'loot' of their land and resources in eastern India, 1980–2020." *Modern Asian Studies* 56(5): 1642–1671.	2022
14.	online resource	George, R. Y.	"A Move to Distract: Mobilizing Truth and Reconciliation in Settler Colonial States." In: A. Craft & P. Regan, eds. *Pathways of Reconciliation: Indigenous and Settler Approaches to Implementing the TRC's Calls to Action*. Winnipeg, MB: Univ. of Manitoba Press. 87-116.	2020
15.	article	Hallward, M. & J.T. Downs	"Differences in African Indigenous Rights Messaging in International Advocacy Coalitions." *Human Rights Review* 23(2): 183-204.	2022

16.	online resource	Huayhua, M.	"Building Differences: The (Re)production of Hierarchical Relations among Women in the Southern Andes" In: A. Durston & B. Mannheim, eds. *Indigenous Languages, Politics, and Authority in Latin America: Historical and Ethnographic Perspectives*. Notre Dame, IN: Univ. of Notre Dame Press. 231-246.	2018
17.	article	Keme, E.	"For Abiayala to Live, the Americas Must Die: Toward a Transhemispheric Indigeneity." *Native American and Indigenous Studies* 5(1): 42-68.	2018
18.	online resource	King, H.	"Treaty Making and Breaking in Settler Colonial Canada." In: J. Brodie, ed. *Contemporary Inequalities and Social Justice in Canada*. Toronto: Univ. of Toronto Press. 107-123	2018
19.	online resource	Lightfoot, S.	"Indigenous-Canadian Relations at the Sesquicentennial: An Opportunity for Real and Lasting Transformation." In: C. H. Tuohy, S. Borwein, P. J. Loewen, & A. Potter, eds. *Policy Transformation in Canada: Is the Past Prologue?* Toronto ON: Univ. of Toronto Press. 124-131.	2019
20.	online resource	Livingston, A.-M. & S. Hunt	"Honouring Elsie: Was She Just a Dream?" In: K. Anderson, M. Campbell & C. Belcourt, eds. *Keetsahnak: Our Missing and Murdered Indigenous Sisters.* Edmonton, AB: Univ. of Alberta Press. 45-62.	2018
21.	online resource	Llanes-Ortiz, G.	"Maya Knowledges, Intercultural Dialogues, and Being a Chan Laak' in the Yucatán Peninsula." In: R. A. Hernández Castillo, S. Hutchings, & B. Noble, eds. *Transcontinental Dialogues: Activist Alliances with Indigenous Peoples of Canada, Mexico, and Australia*. Tucson, AZ: Univ. of Arizona Press: 166-189.	2019
22.	article	McGregor, D.	"Indigenous Knowledge Systems in Environmental Governance in Canada." *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 5(1): 1-10.	2021
23.	online resource	Merino, R.	"In Search of Justice and Power: Contentious Experiences of Free, Prior, and Informed Consent in Latin America." In: N. A. Robins & B. J. Fraser, eds. *Landscapes of Inequity: Environmental Justice in the Andes-Amazon Region*. Lincoln, NE: Univ. of Nebraska Press. 265-295.	2020
24.	online resource	Morales, S.	"(Re)Defining 'Good Faith' through *Snuw'uyulh*." In: J. Borrows & M. Cole, eds. *The Right Relationship: Reimagining the Implementation of Historical Treaties*. Toronto, ON: Univ. of Toronto Press. 277-302.	2017
25.	article	Nickel, S.	"Reconsidering 1969: The White Paper and the Making of the Modern Indigenous Rights Movement." *The Canadian Historical Review* 100(2): 223-238.	2019
26.	online resource	Öhman, M.-B.	"Places and Peoples: Sámi Feminist Technoscience and Supradisciplinary Research Methods." In: C. Andersen & J. M. O'Brien, eds. *Sources and Methods in Indigenous Studies*. New York: Routledge. 152-159.	2017
27.	online resource	O'Sullivan, D.	*'We Are All Here to Stay:' Citizenship, Sovereignty and the UN Declaration on the Rights of Indigenous Peoples*. Acton, Australia: Australian National Univ. Press. 197-221.	2020
28.	online resource	Rivera Cusicanqui, S.	*Ch'ixinakax utxiwa: On Practices and Discourses of Decolonization*. M. Geidel, trans. Medford, MA; Polity. 46-70, 77-80	2020
29.	article	Rivera Cusicanqui, S.	The Notion of "Rights" and the Paradoxes of Postcolonial Modernity: Indigenous Peoples and Women in Bolivia." *Qui Parle* 18(2): 29-54.	2010
30.	online resource	Spears-Rico, G.	"In A Time of War and Hashtags: Rehumanizing Indigeneity in the Digital Landscape." In: J. Gómez Menjívar & G. E. Chacon, eds. *Indigenous Interfaces: Spaces, Technology, and Social Networks in Mexico and Central America.* Tucson, AZ: Univ. of Arizona Press. 180-200.	2019
31.	article	Speed, S.	"Structures of Settler Capitalism in Abya Yala." *American Quarterly* 69(4): 173-189.	2017

32.	article	Speed, S.	"The Persistence of White Supremacy: Indigenous Women Migrants and the Structures of Settler Capitalism." *American Anthropologist* 122(1): 76-85.	2019
33.	article	Starblanket, G.	"Constitutionalizing (In)justice: Treaty Interpretation and the Containment of Indigenous Governance." *Constitutional Forum constitutionnel* 28(2): 13-24.	2019
34.	article	Stark, H. K. & K. J. Stark	"Nenabozho Goes Fishing: A Sovereignty Story." *Dædalus* 147(2): 17-26.	2018
35.	article	Trask, H.-K.	"Feminism and Indigenous Hawaiian Nationalism." *Signs: Journal of Women Culture and Society* 21(4): 906-916.	1996
36.	article	Urrieta Jr, L.	"Identity, Violence, and Authenticity: Challenging Static Conceptions of Indigeneity." *Latino Studies* 15(2): 254-261.	2017
37.	article	Voth, D.	"Invitations from the Land and Waters: Lessons from the Peace of Fort Garry." *Canadian Journal of Urban Research* 29(1): 87-97.	2020
38.	online resource	Wammack Weber, B. & A. R. Duarte Duarte	"Mayan Visons of Autonomy and the Politics of Assimilation." In: M. B. Castellanos, L. Gutiérrez Nájera, & A. J. Aldama, eds. *Comparative Indigeneities of the Américas: Toward a Hemispheric Approach*. Tucson, AZ: Univ. of Arizona Press. 184-197.	2012

*__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; Samantha Pattridge and Undergraduate Education Committee Members

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

Date: December 2022

Subject: Proposal for revision of POSC 324 Nationalism and Ethnic Politics

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:
   - POSC 324 was first offered in Fall 2022. The revisions to the course outline clarify aspects of this course that were not clear enough in the original course outline and decrease the prerequisites for the course so that they are more logical and better reflect the background students need to succeed in the course.
   - Minor revisions to the calendar description shorten and clarify it.
   - The revisions also decrease the prerequisites for this course to better reflect the interdisciplinary nature of the study of nationalism and ethnic politics. While this course focuses on the Political Science discipline, upper-division students from many other disciplinary backgrounds will be able to follow the literature and complete the assignments. The Global Development Studies Program Committee (GDS PC) has added this course as an upper-division option for students in the GDS BA, Extended Minor, and Minor. The current prerequisites unduly limit access to this course for GDS students who may not have taken the specific courses in the current list. Any upper-division student with a strong interest in nationalism and ethnic politics should have a reasonable chance of success in this course.
   - Minor revisions to the learning outcomes clarify them.
   - The texts listed have been revised to clarify that all readings for this course will be available on Blackboard, and that the course will not require students to purchase books.

- Revisions to the methods of evaluation mean that the skills that they measure are better aligned with an upper-division course and better reflect the interdisciplinary nature of the study of nationalism and ethnic politics. Students will now be asked to engage in research about a topic of their choosing and to create a project about their own experience with nationalism. The course will still include a midterm exam that tests students on the theoretical literature about nationalism and ethnic politics. This exam is no longer listed in the assignments breakdown, because exams should not be listed in that section.
- The course content and topics have been revised for clarity and to reflect the revised assignments.

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; all changes are intended to clarify the existing learning outcomes and to ensure that they are appropriate for a 300-level course.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   - This course will be an upper-division option in the GDS BA, Extended Minor, and Minor. It will provide greater flexibility to GDS students and should make it easier for them to complete their degrees.
5. Which program areas have been consulted about the change(s)?
   - The GDS Program Committee has been consulted about the changes to course, particularly the decrease in prerequisites, and the GDS PC supports the changes.
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).
   - POSC 324 approaches nations and nationalism from a perspective that does not privilege Western views of nationhood over Indigenous views. Students read Indigenous scholars who discuss how their Peoples understand nationhood. This focus on Indigenous perspectives is extremely important because the study of nationalism often proceeds from assumptions about nationhood grounded in Western European ideas.
   - POSC 324 includes material about Indigenous perspectives throughout the course. It also focuses on how Indigenous peoples interact with states through a case study of environmental politics and within the week that discusses issues of truth and reconciliation.
   - Course material addresses the TRC Calls to Action and the UNDRIP.
   - The course assignments ask students to bring their own backgrounds and perspectives to the study of nationalism, and the course emphasizes learning through discussion and collaboration.
   - Students discuss their own projects and also discuss the readings with the class and in small groups. Indigenous students are encouraged to draw on their own backgrounds and knowledge

systems in the class. The image/sound reflection project asks students to reflect on their experiences with nationalism and emphasizes the value of students' own experiences and reflections.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   - Understanding nationalism and ethnic politics is vital for understanding how governments interact with majority populations, various types of minorities, and with subaltern majorities. This course should give students a better understanding of why equity, diversity, and inclusion are of vital importance today. Students read materials that focus on a variety of countries and regions. They must think about intersectional issues in politics; about nations and nationalism; and about ethnic politics in general.
   - The course discusses race and racialization in the context of politics. Students read scholars from different racial, ethnic, and national backgrounds.
   - The course discusses issues of gender and nationalism and of gender and ethnic politics, and students read scholars of different genders.
   - The research paper assignment is done in stages, and students discuss each stage of the paper with each other and with their instructor. This process will help students to complete the assignment and to receive feedback as they work on their research.
   - The Image/Sound reflection on nationalism project encourages students to think about nationalism as something that affects their lives. Students are asked to create an image or sound that reflects their experiences with nationalism and to explain their image or sound in a narrative and through a class presentation. Since students come from different backgrounds, when they share their own experiences with nationalism ,the rest of the class will learn about these experiences, and the project will help students to understand each other's perspectives. Students are also able to work with different mediums, and the project easily can be modified to accommodate students who need accommodations.
   - The course readings are available on Blackboard, and the class material is accessible to students who use screen readers and other assistive technology.
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 (excluding tuition):
   - All course readings are available on Blackboard.
   - Students will take a photo, draw or create an image, or make a sound recording that reflects their own experiences with nationalism. They will present this image or sound and write a narrative about it. Some students will need to pay for materials for this project. If students use a digital image that they project in class or record a digital sound file, this project is potentially free. Other students may pay for paper, art supplies, or other materials. Overall costs should be less than $30.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2022
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** April 2027
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: POSC 324	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Nationalism and Ethnic Politics **Course Short Title:** Nationalism & Ethnic Politics	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Examines how nationalism and ethnic divisions become salient politically. Introduces the major theoretical approaches in political science to the study of nationalism, ethnic identification and politics, and populism.

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:

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 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 different theories of nationalism and ethnic politics.
2. Analyze empirical cases using theories of nationalism.
3. Assess the contributions of prominent scholars of nationalism and ethnic politics to the field.
4. Apply theories from social psychology about group formation and mobilization to nationalism and ethnic politics.
5. Analyze concepts including nationalism, nations, ethnicity, populism, states, peoples, race and racism, Indigeneity, autonomy, and sovereignty.
6. Compare the approaches that political actors have taken to address ethnic politics in different states.

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

Assignments:	70%	Quizzes/tests:	30%		%
	%		%		%

Details:

Assignments:

- Seminar discussion: 10%
- Image/Sound reflection on nationalism project: 15% (image/sound; presentation to class; reflection)
- Research question: 5%
- Research paper thesis and plan: 5%
- Research presentation: 5%
- Research paper: 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.	Article	Brubaker, R.	"Populism and nationalism." *Nations and Nationalism* 26(1): 44-66.	2020
2.	Article	Chandra, K.	"What Is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9:397-424.	2006
3.	Online resource	George, R. Y.	"The Performativity of Reconciliation: Illusionary Justice and the Site C Dam." In: Sandra D. Styres and Arlo Kempf, eds. *Troubling Truth and Reconciliation in Canadian Education: Critical Perspectives*. Edmonton, AB: University of Alberta Press:103-120.	2022
4.	Online resource	Jost, J.	*A Theory of System Justification.* Cambridge MA: Harvard University Press. 95-138.	2020
5.	Online resource	Wimmer, A.	"The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory." *American Journal of Sociology* 113(4): 970-1022.	2008

Course Content and Topics

- Introduction to nationalism and ethnic politics
- Theories of nations and nationalism
- Diversity, gender, and nationalism
- Ethnic identity formation
- Groups, identity, and social psychology
- Populism and ethnic parties
- Race, gender, and ethnic politics
- Indigenous politics and relationality – Peoples, the environment, and the non-human world
- Race, ethnicity, and electoral politics
- Multinational states; student presentations of image/sound reflections
- Ethnicity, nationalism, and violence
- Peacebuilding and (re)conciliation
- Student research presentations

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	Abu-Laban, Y.	"Immigration and Settler-Colonies Post-UNDRIP: Research and Policy Implications." *International Migration* 58(6): 12-28.	2020
2.	article	Arat, Y.	"Democratic Backsliding and the Instrumentalization of Women's Rights in Turkey." *Politics & Gender.* 1-31	2021
3.	online resource	Anderson, B.	*Imagined Communities: Reflections on the Origins and Spread of Nationalism*. (revised edition). New York: Verso. 45-65.	2006
4.	article	Boone, C. & L. Nyeme	"Land Institutions and Political Ethnicity in Africa: Evidence from Tanzania." *Comparative Politics* 48(1): 67-86.	2015
5.	article	Chandra, K. & O. García-Ponce	"Why Ethnic Subaltern-Led Parties Crowd Out Armed Organizations: Explaining Maoist Violence in India." *World Politics* 71(2): 367-416.	2019
6.	online resource	Chatterjee, P.	*Empire and Nation: Selected Essays*. New York: Columbia University Press. 23-36	2010
7.	article	Coakley, J.	"'Primordialism' in nationalism studies: theory or ideology?" *Nations and Nationalism* 24(2): 327–347.	2018
8.	online resource	Dankertsen, A.	"Indigenising Nordic Feminism—A Sámi Decolonial Critique." In: S. Keskinen, P. Stoltz, & D. Mulinari, eds. *Feminisms in the Nordic Region: Neoliberalism, Nationalism and Decolonial Critique*. Cham, Switzerland: Springer International, Palgrave Macmillan. 135-154.	2020
9.	article	Gabriel, C. & L. Macdonald	"Contesting Gender Discrimination in the Canadian Seasonal Agricultural Worker Program." *Canadian Ethnic Studies/Études ethniques au Canada* 51(3): 17-35.	2019
10.	online resource	Garroutte, E. M. & C. M. Snipp	"The Canary in the Coal Mine: What Sociology Can Lean from Ethnic Identity Debates among American Indians." In: M. C. Forte, ed. *Who Is an Indian? Race, Place, and the Politics of Indigeneity in the Americas*. Toronto: Univ. of Toronto Press. 92-123.	2013
11.	article	Hernández, T. K.	"Envisioning the United States in the Latin American myth of 'racial democracy mestizaje'." *Latin American and Caribbean Ethnic Studies* 11(2): 89-205.	2016
12.	article	Hirseland, A.-S. & O. Strijbis.	"'We were forgotten': explaining ethnic voting in Bolivia's highlands and lowlands." *Journal of Ethnic and Migration Studies* 45(11): 2006–2025.	2019
13.	article	Janusz, A. & L. A. Campos	"Candidate Advertisements and Afro-Brazilian Political Marginalization." *Latin American Research Review* 56(4), pp. 761–778.	2021
14.	article	Jenne, E. K.	"Above, Below, and Beyond the State: New Directions in Ethnic Conflict Studies." *Ethnopolitics* 16(1): 48-55.	2017
15.	article	Koter, D.	"King Makers: Local Leaders and Ethnic Politics in Africa." *World Politics* 65(2): 187-232.	2013
16.	article	Leibold, J. & T. A. Grose	"Cultural and Political Disciplining inside China's Dislocated Minority Schooling System." *Asian Studies Review* 43(1): 16-35.	2019
17.	article	MacDonald, D. B.	*The Sleeping Giant Awakens: Genocide, Indian Residential Schools, and the Challenge of Conciliation.* Toronto: Univ. of Toronto Press. 182-200.	2019
18.	article	Madrid, R. L.	"The Rise of Ethnopopulism in Latin America." *World Politics* 60(3): 475-508.	2008
19.	article	Poucette, T. L.	"Spinning Wheels: Surmounting the Indian Act's impact on traditional Indigenous governance." *Canadian Public Administration* 61(4): 499–522.	2018

20.	article	Quinn, J.R. & M. Freeman	"Lessons Learned: Practical Lessons Gleaned from Inside the Truth Commissions of Guatemala and South Africa" *Human Rights Quarterly* 25(4): 1117-1149.	2003
21.	article	Rørbæk, L. L.	"Religion, Political Power, and the 'Sectarian Surge': Middle Eastern Identity Politics in Comparative Perspective." *Studies in Ethnicity and Nationalism* 19(1): 23-40.	2019
22.	article	Salée, D.	"The New Face of Quebec Nationalism: Reconsidering the Nationalism/Democracy Nexus." *American Review of Canadian Studies* 52(2): 119-138.	2022
23.	online resource	Stark, H. K.	"Marked by Fire Anishinaabe Articulations of Nationhood in Treaty-Making with the United States and Canada" In: B. Hosmer & L. Nesper, eds. *Tribal Worlds: Critical Studies in American Indian Nation Building* Albany, NY: State Univ. of New York Press.111-140.	2013
24.	article	Thompson, D.	"Through, against and beyond the racial state: the transnational stratum of race." *Cambridge Review of International Affairs* 26(1):133-151.	2013
25.	article	Thomson, J.	"Gender and Nationalism" *Nationalities Papers* 48(1): 3-11.	2020
26.	article	Tzul Tzul, G.	"Rebuilding Communal Life: Ixil women and the desire for life in Guatemala" *NACLA Report on the Americas* 50(4): 404-407.	2018
27.	article	Vachudova, M. A.	"Ethnopopulism and democratic backsliding in Central Europe." *East European Politics* 36(3): 318-340.	2020
28.	article	Van Stekelenburg, J. & B. Klandermans.	The social psychology of protest." *Current Sociology Review* 61(5-6): 886–905.	2013
29.	online resource	Verghese, A.	*The Colonial Origins of Ethnic Violence in India.* Stanford, CA: Stanford Univ. Press. 149-166.	2016
30.				

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

Memo for New Course

To: Dr. Linda Pardy, Associate Dean of Students

From: Dr. Edward Akuffo, Political Science Department Head

Date: December 2022

Subject: Proposal for new course POSC 307 – Government & Business in Public Policy

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

1. Rationale for new course, including how this course fits into the program(s):
    - The course provides students with an introduction into the role that business plays in public policymaking.
    - The course will provide another upper-level course for students to satisfy their degree requirements.
    - Builds our course offerings in the field of public policy, a crucial subfield of political science.
    - No courses offered currently on business and politics.
    - Business and politics will also be useful fore students in other subfields of political science including Canadian Politics, International Relations, and Comparative Politics.
    - The course will create interdisciplinary linkages between the political science department and the school of business.

    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):

Course Learning Outcomes	**Program Learning Outcomes**	**Institutional Learning Outcomes**
Explain the key concepts and perspectives involved in the study of government and business.	*Knowledge of the Discipline* (see above)	Use knowledge and skills proficiently
Analyze public policy issues using these concepts and perspectives.	*Application of Knowledge in Political Science*: Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges.	Analyze critically and imaginatively
Evaluate the role that businesses play in the formation of public policy.	*Critical Thinking Skills*: Students will develop critical and creative thinking skills which are	Analyze critically and imaginatively

	essential ingredients in identifying, defining, and analyzing political problems and providing solutions.	
Assess the role that government should play in regulating the economy.	*Critical Thinking Skills*: Students will develop critical and creative thinking skills which are essential ingredients in identifying, defining, and analyzing political problems and providing solutions.	Analyze critically and imaginatively
Evaluate the role that business has played in settler-Indigenous relations.	*Critical Thinking Skills*: Students will develop critical and creative thinking skills which are essential ingredients in identifying, defining, and analyzing political problems and providing solutions.	Analyze critically and imaginatively

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?

   The Business department has been consulted.

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

   n/a

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

   - Students will read Indigenous scholars and think about Indigenous perspectives on business and politics.
   - The course examines topics related to Indigenous peoples in Canada. For example, in week 10, we look at the case study of the role that business plays in debates over natural resources, the environment, and Indigenous land rights, using the Wet'suwet'en protests as a case study.
   - The course aims to be accessible to all students, including indigenous students. It does this by incorporating different forms of assessment into student's evaluations. For example, the group presentation evaluates students' ability to work in a group, collaborate, and communicate verbally, rather than solely focusing on written work.

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

   - The curriculum focuses on the theories of power, such as structural and discursive power, and how power has been used by elites (like business elites) to marginalize certain groups of people throughout history. This knowledge empowers diverse groups of students to fight back against oppressive power structures.
   - The assessment design is created to be inclusive by focusing on multiple methods of assessment that engage different types of learners while also promoting student autonomy and choice. For example, students have opportunities to write briefing notes on topics in the course that interest them.
   - Curriculum delivery promotes active learning by adopting the flipped-classroom approach. Lecture is combined with group and individual activities that promote student interaction with the material and active learning. For example, during the Week 3 on the ideologies of business, students engage in a mock election debate, representing different ideologies.
   - Readings draw from the experiences of diverse authors and perspectives.

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 $55. Students can rent an e-book copy of the text online for this price. All other material are provided through the library reserves. There are no printing costs associated with this course as all assignments are submitted online.

CWC comment and response:

- Are these prerequisites sufficient for success in the course? Should a discipline-specific course (or courses) be included?
  POSC 307 does not assume prior knowledge of public policy or economics on the part of the students, and no prior POSC coursework is necessary for students to have a reasonable chance of success in the course.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: POSC 307	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Government and Business **Course Short Title:** Government & Business	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Explores the relationship between government and business in public policy. Analyzes the types of influence that business has on the public policy process. Introduces students to various theories and approaches to political economics and the study of interest groups and applies these perspectives to contemporary political issues like the environment, the media, and economic justice.

Prerequisites (or NONE):	45 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:

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**
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.

Yes

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:**	October 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 core concepts and perspectives involved in the study of government and business.
2. Analyze public policy issues using these concepts and perspectives.
3. Evaluate the role that businesses play in the formation of public policy.
4. Assess the role that government should play in regulating the economy.
5. Evaluate the role that business has played in settler-Indigenous relations.

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

Assignments:	75%	Final exam:	25%		%
	%		%		%

Details:

Assignments:

- Group presentation: 20%
- Briefing notes: 2 x 10%
- Final paper: 35%

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	Brander, James A.	Government Policy Toward Business. Wiley, 5th edt.	2013
2.	Indigenous knowledge	Tulo Centre for Indigenous Economics	"Building a Competitive First Nations Investment Climate". https://www.tulo.ca/textbook	2014
3.	Article	Keynes, J. M.	"The End of Laissez-Faire", in Essays in Persuasion (272-294). Palgrave, London.	1926
4.	Indigenous knowledge	CBC Landback Podcast	CBC Listen. https://www.cbc.ca/listen/cbc-podcasts/1341-landback	2022
5.	Online resource	Holmes, A.	Resisting Pinkwashing: Adaptive Queerness in Vancouver Pride Parades. In Mapping LGBTQ Spaces and Places. 445-463.	2022

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

N/A

Course Content and Topics

- Course introduction
- The role of the state in regulating business
- Ideologies of business and government: Marx, Keynes & Hayek
- Firms, markets, and the Canadian context
- Theories of power
- Instrumental power
- Structural power
- Discursive power
- Macroeconomic power and public debt
- Indigenous peoples, natural resources, and the environment
- The media
- Economic crisis
- Corporate social responsibility

Memo for New Course

To: Linda Pardy and College of Arts Curriculum Committee Members

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

Date: December 2022

Subject: Proposal for new course POSC 357, Gun Policy & Politics

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

1. Rationale for new course, including how this course fits into the program(s):
    - The course provides students with an opportunity to explore public policy theories through the lens of an important security issue, gun control.
    - The course will provide another upper-level course for students to satisfy their degree requirements.
    - Builds our course offerings in the field of public policy, a crucial field of political science.
    - There are no courses currently offered on gun policy at UFV. While many American Universities offer courses on this topic, Canadian political science programs have been slow to take it on. This course will be a draw for students interested in taking on this topic.
    - The course will be useful not only to political science students, but to criminology students as well. The course is interdisciplinary in focus, drawing on readings from the fields of political science, criminology, sociology, and law – among others.
    - The course focuses on incorporating indigenous perspectives into the study of gun control.
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Summarize the dominant approaches to small arms regulation globally.	*Knowledge of the Discipline*: Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.	Use knowledge and skills proficiently
Apply policy process theories to explain the formation of firearm policies.	*Knowledge of the Discipline* (see above)	Use knowledge and skills proficiently

Analyze a country/region's approach to regulating small arms.	*Application of Knowledge in Political Science*: Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges.	Analyze critically and imaginatively
Assess normative perspectives on the role of firearms in society.	*Critical Thinking Skills*: Students will develop critical and creative thinking skills which are essential ingredients in identifying, defining, and analyzing political problems and providing solutions.	Analyze critically and imaginatively
Evaluate the unique role firearms have played in Indigenous-settler relations in Canada.	*Values & Culture*: Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.	Engage in collaborative leadership

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).

   - POSC 357 includes indigenous perspectives on gun policy as a core part of the curriculum and learning outcomes. Students are taught to recognize the role that firearms have played in Indigenous-settler relations: as tools of trade, tools of genocide, and tools of resistance. Firearm policy is critically examined through an Indigenous lens, and students learn about

the relationship between treaties, the Indian Act, and gun policy in Canada, as well as the role that firearms play in operationalizing Indigenous hunting rights.

- Assessments for the course encourage students to draw on diverse ways of knowing. Students show their knowledge in multiple ways, through a research paper and essay but also through group presentations, an experiential learning assignment, and a critical reflection assignment.

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 and reading draws on the works of gender-diverse, racialized, and indigenous authors. It encourages students to look at gun politics through the lenses of gender, class, race, and indigeneity.
    - The course looks at both Canadian and international perspectives on the regulation of small arms.
    - Assessments are designed to allow students to demonstrate their knowledge and reflection in diverse ways. For example, the experiential learning assignment promotes student autonomy and creativity by giving students the option to complete written, creative, or experiential assignments like an advocacy 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.:

    n/a

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

    The cost for the course will range from 0$ - $160 depending on the student's approach.

    There is no central textbook for the course. Readings will be drawn from scanned chapters and journal articles.

    The experiential learning assignment may result in limited costs for students. For this assignment, students have multiple options:

    - Book Review: students choosing the book review assignment may be required to purchase a book (average cost below $50), though I hope to be able to ensure that the library purchases a copy of each of the possible books before the course is taught.
    - Creative Advocacy Project: students choosing to complete the creative advocacy project have the opportunity to create a visual art project, audio-visual project, musical project, theater skit, letter to an MP, or speech advocating on topics relating to gun policy. This could impose certain costs on students for purchasing materials for a visual art project, though these costs are difficult to estimate.
    - Participant Observation: students have the option of gaining direct experience with the *regulation* of firearms and hunting in Canada by taking the RCMP Canadian Firearm Safety

Course, or BC Conservation Outdoor Recreation Education (CORE) course and writing a short reflection piece. These federal/provincial government run courses are theoretical and ***DO NOT*** involve any handling or firing of live firearms. Students are ***NOT*** required to pass the course exams, or to apply for any license afterward. These courses are widely available across the Fraser Valley. The Federal course has a set price of $160, while the provincial CORE course is $175.

CWC comment and response:

- Has Criminology been consulted on this course, given that the memo indicates it may be of interest to criminology students?
  Political Science has reached out to Criminology/ Criminal Justice by email to inform them about POSC 357.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: POSC 357	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Guns and Politics **Course Short Title:** Guns & Politics	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Explores the politics of gun control from both a Canadian and global perspective.

Prerequisites (or NONE):	45 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:

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.

Yes

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:**	October 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Summarize the dominant approaches to small arms regulation globally.
2. Apply policy process theories to explain the formation of firearm policies.
3. Analyze a country/region's approach to regulating small arms.
4. Assess normative perspectives on the role of firearms in society.
5. Evaluate the unique role firearms have played in Indigenous-settler relations in Canada.

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

Assignments:	75%	Final exam:	25%		%
	%		%		%

Details:

Assignments:

- Critical reflections: 10%
- Group presentation: 20%
- Experiential learning assignment: 20%
- Final paper: 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	Heinmiller, B.T. & Hennigar, M.A.	Aiming to Explain: Theories of Policy Change and Canadian Gun Control. uToronto Press.	2022
2.	Textbook	Carlson, J.D.	Citizen Protectors: the everyday politics of guns in an age of decline. Oxford UP.	2015
3.	Article	Middlewood, A.	Intersectionality in Action: Gun Ownership and Women's Political Participation. *Social Science Quarterly,* 100(6): 2507-2518.	2019
4.	Textbook	Joslyn, M.R.	The Gun Gap. Oxford, UP.	2020
5.	Indigenous knowledge	Bird, L. & Bohr, R.	"Views of a Swampy-Cree Elder on the Spiritual Relationship between Hunters and Animals". In Manore, J.L. & Miner, D.G. *The Culture of Hunting in Canada*. Vancouver, UBC Press. Pp. 89-104.	2011

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

Course Content and Topics

- Introduction
- A short history of gun control
- Firearm policy in Canada
- Firearm policy in the United States
- Hunting and conservation policy
- International firearm policy: gun smuggling and small arms proliferation
- Social movements and advocacy groups in the gun debate
- Indigenous peoples and firearm policy in Canada
- Gender and race in the gun debate
- Normative debates on guns
- Framing and narrative politics in the gun debate
- Studying guns: policy problem or public health issue?
- Capstone discussion and reflection exercise

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	Ferguson, L. & Koziarski, J.	What Do We Know About Firearms in Canada? A systematic scoping review. *Sociology Publications*, 50(1): 1-39.	2019
2.	Textbook	Brown, R.B.	Arming and disarming: a history of gun control in Canada. uToronto Press.	2012
3.	Article	Kamal, R. & Burton C.	Policy gridlock versus policy shift in gun politics: A comparative veto player analysis of gun control policies in the United States and Canada. *World Affairs*, 181(4): 317-347.	2019
4.	Article	Langlois, F.	Firearms, Populism, and Trump: the Fight Against the Long-Gun Registry in Quebec. Quebec Studies, 64: 159-181.	2017
5.	Article	Langmann, C.	Effect of firearms legislation on suicide and homicide in Canada from 1981 to 2016. *PLoS ONE*, 15(6).	2020
6.	Article	Leuprecht, C.	Guns for hire: North America's intra-continental gun trafficking networks. Criminology, Criminal Justice & Society. 15(1): 57-74.	2014
7.	Article	Berg, A. Lott, J. & Mauser, G.	Expert views on gun laws. Regulation, 42(4): 40-47.	2019
8.	Article	Mauser, G.	Ten Myths About Firearms and Violence in Canada. Journal on Firearms and Public Policy. 23(1): 76-95.	2011
9.	Article	Morselli, C.	The relational dynamics of illegal firearm Transactions. Canadian Journal of Criminology, 44(3): 255-276.	2002
10.	Article	McLean, D.	Gun talk online: Canadian tools, American values. Social Science Quarterly, 99(3): 977-992.	2018
11.	Article	Yamane, D. DeDeyne, J. & Mendez, A.	Who are the Liberal gun owners? Sociological Inquiry, 91(2): 483-498.	2021
12.	Article	Carlson, J.D.	From Gun Politics to Self-Defense Politics: A Feminist Critique of the Great Gun Debate. Violence Against Women, 20(3): 1-9.	2014
13.	Article	Combs, T.P.	Queers with guns? Against the LGBT Grain. Sociological Perspectives, 65(1): 58-76.	2022
14.	Article	Haider-Markel, D.P. & Joslyn, M.R.	Gun Policy, Opinion, Tragedy, and Blame Attribution: The Conditional Influence of Issue Frames. Journal of Politics, 63(2): 520-543.	2001
15.	Textbook	Schwartz, N.S.	On Target: Gun Culture, Storytelling, and the NRA. uToronto Press.	2022
16.	Article	Middlewood, A.	A silver bullet: gun ownership and political participation in rural America. Great Plains Research, 31(2): 159-171.	2021
17.	Article	Wright, J.	Ten essential observations on guns in America. Society, 32(3): 63-68.	1995
18.	Article	Vidal, X., Paez, R. & Shields, T.	Identity and the racialized politics of violence in gun regulation policy preferences. Social Science Quarterly.	2021
19.	Article	Dube, A., Dube, O. & Garcia-Ponce, O.	Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico. American Political Science Review. 107(3): 397-417.	2013
20.	Online resource.	Cook, P.J. & Goss, K.A.	"Ch. 10 The gun rights movement" in the Gun Debate: What Everyone Needs to Know. *Oxford UP*.	2014
21.	Article	Merry, M.K.	Narrative strategies in the gun policy debate: Exploring proximity and social construction. Policy Studies Journal, 46(4): 747-770.	2018
22.	**Article**	Smith-Walter, A., Peterson, H. & Jones, M.	Gun Stories: How Evidence Shapes Firearm Policy in the United States. Politics & Policy, 44(6): 1053-1088.	2016

23.	Article	Schwartz, N.S.	Guns in the North: Assessing the Impact of Social Identity on Firearms Advocacy in Canada. Politics & Policy, 49(3): 795-818.	2021
24.	Article	Kopel, D. Gallant, P. & Eisen, J.	The Human Right to Self-Defense. Brigham Young University Journal of Public Law, 22(1): 43-178.	2007
25.	Textbook	Malcolm, J.L.	To Keep and Bear Arms: the origins of an Anglo-American right. Harvard University Press.	1996
26.	Article	Goss, K.	The Socialization of Conflict and Its Limits: Gender and Gun Politics in America. Social Science Quarterly, 98(2): 455-470.	2017
27.	Online Resource	Kopel, D.B.	"The universal right of self-defense and the auxiliary right to defensive arms", in Yuill, K. and Street, J. (eds.) *The Second Amendment & Gun Control: Freedom, Fear and the American Constitution*. Pp 139-154. London: Routledge.	2017
28.	Indigenous Knowledge	Bird, L. & Bohr, R.	"Views of a Swampy-Cree Elder on the Spiritual Relationship between Hunters and Animals". In Manore, J.L. & Miner, D.G. The Culture of Hunting in Canada. Vancouver, UBC Press. Pp. 89-104.	2011
29.	Online Resource	Hodgins, B.W.	"Aboriginal People and Their Historic Right to Hunt: A Reasonable Symbiotic Relationship". In Manore, J.L. & Miner, D.G. The Culture of Hunting in Canada. Vancouver, UBC Press. Pp 193-204.	2011
30.	Video	Vice News	How to buy a gun in Canada: Armed & Reasonable.	2016
31.	Video	CityNews	Veracity: The Gun Chase.	2021

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

Memo for Course Changes

To: UEC and Senate

From: Dr. Zoe Dennison, Head, Psychology Department

Date: November 29. 2022

Subject: Proposal for revision of PSYC 408: History of Psychology

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 title has been changed to reflect the emphasis that the course places on history *and philosophy*. While the content of the course itself has not changed, the title, course description, and learning outcomes have been revised to provide greater transparency regarding the philosophical emphasis of the course. The historical topics covered, including the various psychological schools of thought, cannot be adequately described or interrogated without proper consideration of their underlying philosophical assumptions. As such, students in this course learn about basic philosophical concepts and perspectives (e.g., ontology, epistemology, empiricism, rationalism, positivism) and their relevance to the history of psychology. Thus, this revised version of the outline highlights the inherent ties between history and philosophy in psychology. To this end, the course description has also been updated to reflect the role of philosophy in the course. In addition, given the course's emphasis on psychology's pre-history (refer to the "typical course content and topics" section), we have removed the statement in the course description that emphasizes only the past 135 years.

   Two new learning outcomes have also been added to address the course's emphasis on philosophy. Additionally, the wording of the existing learning outcomes has been changed to align with the Teaching and Learning recommendations.

   Finally, the course textbooks have been updated to include examples of current resources that provide critical perspectives on the history and philosophy of psychology. Moreover, these texts are

both written by Canadian authors and include discussions of Canadian advancements in the field's history.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):
   The proposed changes to the course learning outcomes align with the Psychology Major program learning outcome #1 in that they equip students to be able to identify and evaluate psychological issues by analyzing the underlying philosophical assumptions that drive psychological researchers' positions and arguments. The changes also align with program learning outcome #5 in that they place emphasis on students' abilities to present critical discussions of the history and philosophy of psychology in written reports. In addition, the changes align with program learning outcome #8 by encouraging students to not only learn about the histories of the various major theoretical schools of thought, but also to interrogate their underlying philosophies in light of the social contexts in which they have arisen.

LO1: Students will be able to identify psychological issues, develop positions on these issues, and critically evaluate evidence for and against these positions, when reading psychological literature.

LO5: Students will produce written reports of psychological subject matter using the organization, documentation style, and scientific language used by psychological professionals.

LO8 : Students will demonstrate an understanding of at least six major theoretical philosophies of psychological thought (cognitive, biological, psychodynamic, behavioural, humanistic, and socio-cultural), and show an appreciation for the need to apply multiple theoretical perspectives in the investigation of psychological phenomena.

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? This course works towards Indigenization and decolonization in two primary ways. First, the course's explicit emphasis on philosophical assumptions, including the dominant epistemological assumptions that have been upheld in Western psychology, informs a critical analysis of how these assumptions have served to "other" Indigenous and other minority groups in the history of the discipline. Specific examples are given in regard to the discipline's shared history with mental testing, craniometry, and eugenics. Moreover, students learn that there are multiple ways of knowing (epistemologies) that one might take in approaching the study of psychological phenomena (beyond the standard models of knowledge traditionally employed in the field), and this includes Indigenous ways of knowing. Second, the course's emphasis on understanding history within a given historical context highlights social and political movements in the Western world and their influences on psychological theory and practice. For example, students critically examine the rise of the field of psychology in the West against the backdrop of colonization practices. They are further encouraged to consider whether and how these historical practices interact with psychology's current role in society.

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 (excluding tuition): $0-$100 for textbooks

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2000
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: PSYC 408	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: History and Philosophy of Psychology **Course Short Title:** History & Philosophy of Psyc	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Psychology

Calendar Description:

Concentrates on the history and philosophy of psychology. Critically examines the major schools and systems of thought, their underlying philosophical assumptions, and the links between psychological systems of thought and broader intellectual and social currents.

Prerequisites (or NONE):	PSYC 202 and 15 credits of upper-level psychology.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **PSYC 308**

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)**: 25**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Examination

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 29, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 major schools of thought in psychology since the beginning of the discipline.
2. Analyze the historical roots, method, theory and contributions of each school.
3. Discuss the relationship of current psychological approaches to their historical antecedents.
4. Analyze the relationship between psychological ideas and the wider social context within which they develop.
5. Reflect, in writing, on the ontological and epistemological assumptions within psychology.
6. Formulate arguments regarding the history, current state, and future directions of psychology by reflecting on the history and philosophy of psychology.

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

Quizzes/tests:	25%	Final exam:	35%	Assignments:	20%
Project:	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	Alexander, B. K. & Shelton, C. P.	A History of Psychology in Western Civilization.Historical Foundation of Modern Psychology Cambridge University Press	
2.	Textbook	Walsh, R Leahey, T. T. G., Teo, T., & Baydala, A.	A Critical History and Philosophy of Psychology Cambridge University Press	2000
3.				
4.				
5.				

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

Course Content and Topics

- Historiography and introduction to philosophy of psychology
- A sample investigation
- Psychological prehistory
- Psychology of consciousness
- Psychoanalysis
- Functionalism
- Transition to 20th century
- Behaviorism
- Decline of behaviourism
- Cognitive science
- Applied psychology
- Canadian psychology and The Tale of Authoritarianism

Memo for Course Changes

To: UEC and Senate

From: Dr. Zoe Dennison, Head, Psychology Department

Date: November 29, 2022

Subject: Proposal for revision of PSYC 490 Honours Seminar

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 has not changed. The changes to the calendar description and to the learning outcomes are to provide more clarity, include updated ethics requirements from the Tri-Council, and to meet the recommendations for official course outlines. The text options have been updated as no textbook is used for this course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): 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? Content varies by student project. All students will engage in discussion of historical cases of research involving Indigenous peoples and the harms that came from that work. Students are informed of the importance of special considerations in research involving Indigenous people and the ethical principles that underlie such research. Students are encouraged to include a Land Acknowledgement in their formal written thesis.
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

   These do not apply to Honours; each project is individual and done in consultation with an advisor.

8. If this course is not eligible for PLAR, explain why: This seminar is intended to develop the professional and academic skills of students concurrently enrolled in the honours program.
9. Estimate of the typical costs for this course, including textbooks and other materials: $10 – as this course uses online texts posted weekly the costs would pertain only to printing.

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)**:** March 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: PSYC 490	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Honours Seminar **Course Short Title:** Honours Seminar	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Psychology

Calendar Description:

Honours students will gain knowledge and skill in the practice of research and for careers in academia. Students will develop and defend their thesis proposals, develop writing and editorial skills, and learn about other topics such as ethical research principles, funding, and applying for graduate school.

Prerequisites (or NONE):	Acceptance into the Psychology Honours program.
Corequisites (if applicable, or NONE):	PSYC 498.
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: **Fall only**

Maximum enrolment (for information only)**: 10**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

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 29, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Explore and critically evaluate multiple methodologies.
2. Provide peer feedback for project designs.
3. Apply peer feedback to their personal research project.
4. Present, defend and discuss their research proposal.
5. Develop advanced skill in academic writing.
6. Achieve the Tri Council certification using the on-line ethics tutorial.
7. Demonstrate knowledge of ethical principles of research from the Tri Council's guidelines.
8. Apply ethical principles to the personal research project plan.
9. Identify key components of relevant post graduate programs and applications.
10. Create application materials, such as a curriculum vitae, a statement of research interests, and a letter of intent.

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

Assignments:	100%	%	%
	%	%	%

Details:

- Research proposal: 20%
- Exploring methodologies report: 25%
- Curriculum Vitae and personal statement: 30%
- Research proposal presentation: 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.			
2.			
3.			
4.			
5.			

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

Course Content and Topics

- Introduction to the seminar
- Exploring methodologies
- Developing your thesis
- Ethical principles and applying for ethical approval
- Data analysis tutorial
- Introduction to SPSS & R
- Online research platforms (Survey Monkey) tutorial
- Academic writing
- Individual consultations
- Honours proposal presentations
- Applying to graduate school; former UFV student guests
- Future directions
- Data collection in PSYC 499

Memo for Course Changes

To: UEC and Senate

From: Dr. Zoe Dennison, Head, Psychology Department

Date: November 29, 2022

Subject: Proposal for revision of PSYC 498

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:

Many of the changes are small updates to improve the clarity of the wording.

The title was changed to clarify the place in the program and the relation to PSYC 499.

However, the change of credits from 3 to 6 is a significant change.

When the honours program was first developed, it seemed like 3 credits was sufficient for the work, but over the years it has become clear that that is no longer the case (if it ever was). Three credits doesn't fairly represent the work and amount of time that honours students have to put in in the first semester of their project. The second half, Psyc 499, is already worth 6 credits.

Some students have tried to solve this problem by doing a 3 credit directed studies in the summer before their honours to do part of the work. However, this results in some fairness issues, as not all students can do this, and many advisors are not available in the summer semester. A fairer solution would be for all the honours students to have the same credit breakdown for their work.

The change in credits for PSYC 498 would still fit within the BA Honours, as the added credits would be included in "at least 45 credits in upper-level Psychology courses", and honours students would now be required to take 24 credits in upper-level PSYC electives (reduced from 27).

Note: We changed the section called '**Typical Structure of Instructional Hours'** from 45 lecture hours (as it was previously listed) to 90 'experimental (internship)' hours. This isn't entirely accurate either, but as there is no lecture component, and the majority of the work is done by the student under the direction of their advisor, this seemed closest. We are happy to change it to whatever category is recommended.

3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):** The learning outcomes have not really changed, but they have been made much more specific than the previous 'omnibus' outcome. They are still flexible enough for the variety of projects.
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** No, this course is not required by any other program.
5. **Which program areas have been consulted about the change(s)?** Advising was consulted and agreed the change would be appropriate. The Dean's office was consulted and was in favour of this change.
6. **What consideration has been given to indigenizing the curriculum?** As each project is individual, a student could do a project related to Indigenous perspectives, methods, or participants. However, as we do not have Indigenous faculty in the department to advise on such a project, we would consult with both UFV Indigenous expertise and community connections if a proposed project involved Indigenous participants or community.

   The intermediate methods courses that students take prior to honours, primarily Psychology 311 Qualitative methods, include important preparatory content. Here is the relevant explanation from the Psychology 311 memo:

   "First, the course emphasizes the relationship between epistemology and methodology, guiding students to consider a variety of epistemological approaches to psychological phenomena. Indigenous methodologies and ways of knowing are explicitly included in course content as part of this commitment, supported by readings from Indigenous methodologists. Second, the course emphasizes reflexivity, which provides opportunities for critical conversations regarding topics such as epistemological violence and the politics of representation. In these ways, the proposed course equips students to critically interrogate important ethical issues that arise in the development of research partnerships with Indigenous communities. For example, in a previous offering of the course as a Selected Topics seminar (PSYC 491X), two weeks of course material were devoted to discussions around community-based research ethics, epistemological violence, Indigenous psychology, and Indigenous methodology. This involved a guest presentation from two community-based researchers, including a member of the Indigenous community."

   In addition, several of our upper level courses (e.g. Psychology 343 Health Psychology; Psychology 362 Cultural Psychology) now include Indigenous psychology content that would also lead students to consider research in this field, and support Indigenous students who might take those courses to consider the research path.

   The co-requisite to Psychology 498, Psychology 490, also provides opportunities to discuss research methods and ethics as they relate to Indigenous participants and communities, and students are encouraged to include land acknowledgements in their honours theses.
7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

   These do not apply to Honours. Each project is individual and done in consultation with an advisor.

8. **If this course is not eligible for PLAR, explain why:** Students work one-on-one with a department advisor to develop a project in this half that they will carry out in the second half (PSYC 499), so PLAR is not appropriate.
9. **If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:**
    a. Credit value

       We currently have more than enough students (long wait lists for some courses), so the 15+ honours students taking one less upper level will not impact department fill rates.
    b. Class size limit N/A
    c. Frequency of offering N/A
    d. Resources required (labs, equipment) N/A
10. **Estimate of the typical costs for this course, including textbooks and other materials**: Hard to estimate, as some projects do require specialized equipment, software, or participant costs. Funding is sought from the research office and faculty grants. Each student might be expected to cover some photocopy costs, but if budget is available, the department assists with this cost. Although the increased credits will result in higher tuition costs for this specific course, the total degree cost to students will not be higher overall as the additional 3 credits will replace either a directed study or another upper level psychology course.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: September 2088
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: PSYC 498	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Psychology Honours Project Part I **Course Short Title:** Psyc Honours Project Part I	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Psychology

Calendar Description:

Under the direction of their faculty advisor, students will critically review the literature, develop a complete research proposal, evaluate ethical aspects of research projects, and begin to prepare the materials for their project. The second half of the honours project is completed in PSYC 499.

Prerequisites (or NONE):	Acceptance into the Psychology Honours program.
Corequisites (if applicable, or NONE):	PSYC 490.
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

Supervised directed learning (directed studies only)	90
Total hours	**90**

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)**: 10**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

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:**	November 29, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Synthesize relevant research.
2. Critically evaluate relevant literature.
3. Communicate the synthesis and critical evaluation of the relevant literature in both oral and written format.
4. Develop a research plan.
5. Integrate the components into a unified research proposal.
6. Evaluate the ethical requirements of their project.
7. Develop appropriate research materials.

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

Project:	100%	%	%
	%	%	%

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.)*

Independent reading and discussion with supervising faculty.

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.		Varies by project		
2.				
3.				
4.				
5.				

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

Course Content and Topics

Unique to each student project.

Memo for Course Changes

To: UEC and Senate

From: Dr. Zoe Dennison, Head, Psychology Department

Date: November 29, 2022

Subject: Proposal for revision of PSYC 499

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:**

   Many of the changes are small updates to improve the clarity of the wording.

   The title was changed to clarify the place in the program and the relation to PSYC 498.

3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):** The learning outcomes have not really changed, but they have been made much more specific than the previous 'omnibus' outcome. They are still flexible enough for the variety of projects.

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

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

6. **What consideration has been given to indigenizing the curriculum?** As each project is individual, a student could do a project related to Indigenous perspectives, methods, or participants. However, as we do not have Indigenous faculty in the department to advise on such a project, we would consult with both UFV Indigenous expertise and community connections if a proposed project involved Indigenous participants or community.

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

   These do not apply to Honours; each project is individual and done in consultation with an advisor.

8. **If this course is not eligible for PLAR, explain why:** Students work one-on-one with a department advisor to develop a project in this half that they will carry out in the second half (PSYC 499), so PLAR is not appropriate.
9. **Estimate of the typical costs for this course, including textbooks and other materials**: Hard to estimate, as some projects do require specialized equipment, software, or participant costs. Funding is sought from the research office and faculty grants. Each student might be expected to cover some photocopy costs, but if budget is available, the department assists with this cost.

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)**:** March 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: PSYC 499	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Psychology Honours Project Part II **Course Short Title:** Psyc Honours Project Part II	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Psychology

Calendar Description:

Students collect and analyze data for the honours research project previously developed in PSYC 498. They write their honours thesis following APA format guidelines and/or standards of their research area, and present their work.

Prerequisites (or NONE):	PSYC 490 and PSYC 498.
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

Supervised directed learning (directed studies only)	90
Total hours	**90**

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)**: 10**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

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 29, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Research, write, and revise a literature review for a research question.
2. Conduct data collection, including following ethical guidelines, interaction with participants and data management.
3. Select appropriate data analysis techniques from available statistical methodologies.
4. Apply the selected method to their project data.
5. Interpret the outcomes of the data analysis.
6. Produce an honours thesis using APA or other appropriate format.
7. Communicate their research to the academic community.

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

Project:	100%	%	%
	%	%	%

Details:

Example: Data Collection 10%, Data Analysis 15%, Final Paper 65%, Presentation 10%
Examples for presenting research: presenting to a specific research group/lab, participating in the Psychology Honours Panel, submitting a poster to UFV Research Day, presenting at a student research conference.

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.)*

Independent study with a faculty supervisor

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.			
2.			
3.			
4.			
5.			

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

Course Content and Topics

Course content will vary by project.

Memo for New Course

To: FECHD Curriculum Committee

From: Christine Nehring, Program Head, Applied Business Technology

Date: December 19, 2022

Subject: Proposal for new course ABT 188: Capstone

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):

   Currently students complete the ABT program with a three-week work experience (practicum) course. The addition of a capstone course allows students to complete their program requirements either through practicum or a capstone project, depending on their needs and interests. The capstone course will entail a student-led project, which includes development of a project plan with timeline and deliverables and submission of a capstone project.

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):

   As the goal of ABT is to enable graduates to achieve professional success in their post-graduation lives, the addition of this course to the ABT program reflects that over-arching program outcome. The course learning outcomes were developed with UFV's ILOs in mind.

ABT 188 learning outcomes mapped to UFV ILOs	
Institutional Learning Outcomes	**Met by ABT 188 LOs**
1. Demonstrate information competency	1, 3, 5
2. Analyze critically and imaginatively	1, 5
3. Use knowledge and skills proficiently	1, 2, 3
4. Initiate inquiries and develop solutions to problems	1, 2
5. Communicate effectively	2, 3, 4
6. Pursue self-motivated and self-reflective learning	1, 2, 3, 4, 5
7. Engage in collaborative leadership	1, 2
8. Engage in respectful and professional practices	4, 5
9. Contribute regionally and globally	3, 5

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?

   FECHD Dean's Office, Office of the Registrar

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).

   Indigenization and decolonization are a continuous process within the ABT program. Explicit examples include the use of flexible delivery models, student participation in Indigenous events during class-time, observation of significant Indigenous occasions, introduction of foundational Halq'eméylem terminology, and incorporation of learning materials created by Indigenous communities.

   The capstone course has a learning outcome directed at helping students develop methods for integrating Indigenous ways of knowing into their professional practice.

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

   As this course's foundation is a student-led project, each student will determine the structure of their project including topic and method of delivery. The addition of this course increases flexibility for students as they can choose to complete the ABT program through ABT 187 Work Experience or ABT 188 Capstone.

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

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: ABT 188	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Capstone **Course Short Title:** Capstone	
Faculty: Faculty of Education, Community, & Human Dev.	**Department:** Applied Business Technology

Calendar Description:

Students will develop a project plan and deliver a capstone project. Emphasis is on using ABT program skills and experiences to explore and refine professional administrative practice.

Note: Students with credit for ABT 187 cannot take this course for further credit.

Prerequisites (or NONE):	Admission to the Applied Business Technology certificate and department 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): **ABT 187**

(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

Experiential (work-integrated learning)	90
Total hours	**90**

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: **Twice per year**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

ABT is a cohort program with content integrated across the curriculum

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 14, 2022
Faculty Council approval	**Date of meeting:**	February 3, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Develop a project plan with timeline and deliverables.
2. Deliver a capstone project that meets the goals of the project plan.
3. Apply administrative skills in the workplace.
4. Identify the key attributes of successful administrative professionals.
5. Determine how to approach equity, decolonization, and antiracism in professional practice.

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

Assignments:	100%	%	%
	%	%	%

Details:

Possible assignments include:

- Drafts of documents/products for feedback
- Project plan with timeline and deliverables
- Final project
- Weekly reflective analysis, progress reports, or learning journals

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.)*

Self-directed project with faculty supervision.

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.			
2.			
3.			
4.			
5.			

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

N/A

Course Content and Topics

In consultation with the capstone instructor, students will develop a project plan with timeline and deliverables and submit a capstone project.

Memo for Program Changes

To: FECHD Curriculum Committee

From: Christine Nehring, Program Head, Applied Business Technology

Date: September 27, 2022

Subject: Program change (Applied Business Technology)

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: Calendar copy changes to reflect addition of a new course (ABT 188 Capstone) and a course name change to ABT 131 (Adaptive Technologies and Keyboarding) as well as adding information about part-time program delivery and updating program calendar copy.

2. Rationale for change(s):

   First paragraph
   The opening paragraph has been edited to include the part-time program option which is starting in Fall 2023.
   Entrance requirements
   The keyboarding speed entrance requirement is being removed as it has not been applied for several years; in addition, the changes to ABT 131 mean that this requirement is no longer relevant.

   Entrance requirements 1 and 4 are being combined for clarity, as they are related. This change was made in consultation with the Office of the Registrar.

   Assessment details to entrance requirement 2 have been added in consultation with the Office of the Registrar.

   Program duration
   This section is redundant.
   Location
   The ABT program is no longer involved with dual-credit programming at the Abbotsford School District; therefore, the mention of Abbotsford Career Programs is being removed.

Program outline
Course names have been updated for ABT 131: Adaptive Technologies and Keyboarding and ABT 188: Capstone.

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?

   Indigenization and decolonization are a continuous process within the ABT program. Explicit examples include the use of flexible delivery models, student participation in Indigenous events during class-time, observation of significant Indigenous occasions, introduction of foundational Halq'eméylem terminology, and incorporation of learning materials created by Indigenous communities.

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?

   Removing the keyboarding prerequisite may have a slight effect in increasing enrolment if prospective students have avoided applying due to the listed keyboarding speed entrance requirement. Adding a part-time option may increase enrolment over time.

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. (E.g., 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

Applied Business Technology calendar copy changes

The Applied Business Technology (ABT) program prepares students for employment in today's office by providing them with business and computer skills. ~~ABT is a full-time, 24-week program that includes a three-week work experience practicum.~~ Graduates are in high demand, and employers often ask specifically for ABT graduates. ABT is offered as a full-time or part-time program; details are available at ufv.ca/abt.

Entrance requirements

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Successful completion of the Applied Business Technology assessment, which will be used to help determine suitability to the program. The assessment covers foundational digital literacy concepts to ensure applicants have the skills necessary for success in the program.

~~3. Keyboarding speed of 20 net words per minute.~~

~~4. Mature applicants (19 years of age or older) without secondary school graduation may be admitted on the basis of the Applied Business Technology assessment.~~

~~5.~~3. Applicants must meet the Entry-level English language proficiency requirement. For details on how this requirement may be met, see the **English language proficiency requirement** section of the calendar.

~~Program duration~~

~~The Applied Business Technology program is 24 weeks in duration, including the three-week work experience course, and is completed in a full-time capacity.~~

Location

The program is located at the Clearbrook Centre in Abbotsford. ~~This includes students taking the program through **Abbotsford Career Programs**.~~

Program outline

Course	Title	Credits
ABT 110	Database Management	1.5

ABT 111	Office Practices and Management	1.5
ABT 131	~~Keyboarding~~Adaptive Technologies and Keyboarding	3
ABT 133	Word Processing	4.5
ABT 135	Business English and Communications	3
ABT 137	Spreadsheets	3
ABT 143	Bookkeeping	3
ABT 160	Web-based Business Communications	1.5
ABT 187 or ABT 188	Work Experience Capstone	3

Memo for New Course

To: UEC

From: Rod Hayward

Date: March 2023

Subject: Proposal for new course BUS 315

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 field of Human Resources Management (HRM) has evolved considerably over the past five years, with greater emphasis now being placed on worker well-being and Equity, Diversity, and Inclusion (EDI). These changes are reflected in the new (2021) competency framework implemented by the Chartered Professionals of Human Resources of BC & Yukon (CPHR), which now emphasises "Organizational Relationships and Wellness," which includes "Total Health and Wellness" and "Inclusion, Diversity, and Human Connections." Our HR major at UFV is accredited by CPHR BC & Yukon. The learning objectives of MGMT 310 are designed to prepare students to lead well-being and EDI initiatives in their future organizations. Since the Applied Management concentration is in the process of being suspended and students will continue to benefit from the content in this course, we are proposing to create a new course with these learning objectives, BUS 315.

   This course has additionally been added as a proposed elective in the HR major.

   The purpose for offering this course as BUS 315 is twofold: (1) It signals to students that the content relates directly to learning objectives that are essential to the business program and being an HRM leader within contemporary organizations; (2) It eliminates potential student confusion arising from seeing an MGMT 310 course code when that program is no longer being offered.

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): N/A

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? The School of Business, which is responsible for offering both BUS 315 and MGMT 310 has been consulted about the change.

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).

Several dimensions of the course content which are woven into each course module reflect the Core Values outlined in UFV's "Indigenizing the Academy" document. First, the course aims to help students incorporate 'enjoyment of life' into their work-lives; they will learn about their workplace needs and how to actively participate in designing enjoyable jobs for themselves and for others. Second, the Indigenous concept of gifts is introduced in relation to determining an individual's natural talents. This concept is then drawn upon when considering how students can enact managerial roles in ways that draw on their gifts, as well as design jobs for their subordinates that enable them to do the same. Third, the Equity, Diversity, and Inclusion module discusses the purpose of territorial acknowledgments in meetings and students develop their own acknowledgment that is appropriate to the region in which they live. They also reflect on their experience with delivering a territorial acknowledgment at work. Finally, the course is reflection-based (see LO9) and students use an oral storytelling approach for related assignments.

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

   The design of the course is inclusive because it is open to any student who has completed at least 45 university-level credits. It is also offered asynchronously online which means there are relatively few access barriers to participation (e.g., the course is currently popular with non-traditional students and those who have family demands). In terms of assignment design, students are given options for how they would like to complete some of their assignments (e.g., written vs. filmed oral presentation) so that they can select the method that feels most authentic and that they believe will allow them to best progress on their individualized learning journey. Finally, two of the learning outcomes for this course (LO7 and LO8) relate directly to the topics of equity, diversity, and inclusion. By enrolling in this course, students learn about recent research and workplace practices related to equity, diversity, and inclusion because they are an essential element of workplace well-being and of professional practice in organizations.

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

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: BUS 315	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Cultivating Positive Workplaces **Course Short Title:** Positive Workplaces	
Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

Discover how to develop personal strengths, design motivating jobs, create positive connections with others, and experience meaningfulness in the workplace. Students will learn a variety of frameworks and tools for enhancing their own well-being at work, as well as cultivating workplaces that help others thrive.

Note: Students with credit for MGMT 310 cannot take this course for further credit.

Prerequisites (or NONE):	45 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:

Cross-listed with:

Equivalent course(s): **MGMT 310**

(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: **Online only**

Expected frequency: **Twice per 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: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 6, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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:

LO 1. Enact principles of strengths-based management.
LO 2. Analyze the dimensions of well-being at work.
LO 3. Implement motivational practices that encourage and reward desirable workplace behaviors.
LO 4. Design jobs that capitalize on workers' strengths.
LO 5. Contrast perspectives on callings and work meaningfulness.
LO 6. Analyze how jobs can be crafted to enhance worker well-being.
LO 7. Evaluate work-life balance policies and practices.
LO 8. Design diverse and inclusive organizations.
LO 9. Practice work-related self-reflection.

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

Final exam:	30%	Assignments:	40%	Project:	30%

Details: 10% of students' assignment grade will be derived from participation in online discussions; the remaining 30% will be based on the completion of written and/or video assignments.

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	Clifton & Harter	It's the manager: Moving from boss to coach	Current

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

Students will be required to access a variety of peer-reviewed academic articles through the UFV library website.

Course Content and Topics

Module One: Strengths-based management
- Complete personal work-related strengths assessment
- Critically analyze strengths assessments in light of recent personality research
- Methods for identifying strengths in others
- Managing high-performing strengths-based teams
- Assignment and online discussions (LO 1, 9)

Module Two: Workplace well-being
- Elements of well-being and their interrelationship
- Measuring well-being
- Daily versus long-term well-being at work
- Role of leaders in increasing organizational well-being
- Assignment and online discussions (LO 2, 9)

Module Three: Motivation for optimal performance
- Needs and process theories of motivation
- Strategic use of workplace rewards
- Person-job fit and job design
- Coaching others to use and build their strengths at work
- Assignment and online discussions (LO 3-4, 9)

Module Four: Meaningful work relationships, jobs, and organizations
- Perspectives on meaningfulness of work and callings
- Task, relational, and cognitive job crafting processes
- Career-development plans for meaningfulness and well-being
- Online discussions (LO 2, 5, 6, 9)

Module Five: Work and non-work interface for self and others
- Depletion and enrichment theories of work and non-work time
- Advantages and disadvantages of work-life balance policies
- Intersection of employee values, life stages, and career paths
- Role of non-work activities in increasing workplace well-being
- Online discussions (LO 2, 7,9) Project (LO 1–7, 9)

Module Six: Diverse and inclusive organizations
- Future of work and workplace trends
- Requirements of diverse and inclusive organizations
- Managing others respectfully
- Valuing talents to promote diversity and inclusion
- Assignment and online discussions (LO8, 9)

Memo for Program Changes

To: UEC

From: Rod Hayward

Date: October 11, 2022

Subject: Program change (BBA-HR 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): The field of Human Resources Management (HRM) has evolved considerably over the past five years, with greater emphasis now being placed on worker well-being and Equity, Diversity, and Inclusion (EDI). To ensure that our students are prepared to become HRM leaders in their careers, it is important to revise our HRM major to adapt to these changes. The learning objectives of BUS 315 map to these new essential competencies for HRM managers: (1) LO1-LO6 focus on "total health and wellness," and (2) LO7-LO8 focus on "inclusion, diversity, and human connections." These competencies are part of the recently (2021) implemented Chartered Professionals of Human Resources of BC & Yukon (CPHR) framework and fall under the new HR Specific Competency of "Organizational Relationships and Wellness." Our HRM major at UFV is accredited by CPHR BC & YK and therefore we have a responsibility to align our courses with their updated framework. The "Organizational Relationships and Wellness" dimension is not currently well-addressed by electives in the HR major and so adding BUS 315 will increase the likelihood of our program being successfully re-accredited. This accreditation status is important to students because it enhances their post-graduation employability. The learning objectives for BUS 423 do not align with the revised CPHR competency framework. Additionally, from a practical perspective, replacing BUS 423 with BUS 315 increases students' options for completing the program because the latter course is offered twice per year, whereas BUS 423 is not regularly offered (i.e., it has not been offered as a full course in over five years and is not scheduled to be offered in 2022/23).

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? Several components of BUS 315 incorporate Indigenous content and ways of knowing. The Equity, Diversity, and Inclusion module discusses the purpose of territorial acknowledgments in meetings and students develop their own acknowledgment that is appropriate to the region in which they live. They also reflect on their experience with delivering a territorial acknowledgment at work. The course is reflection-based (see LO9) and students use an oral storytelling approach for related assignments. The Indigenous concept of gifts is introduced in relation to determining an individual's natural talents. This concept is then drawn upon when considering how students can enact managerial roles in ways that draw on their gifts, as well as design jobs for their subordinates that enable them to do the same. The course that is proposed to be removed does not incorporate Indigenous perspectives, so the program change will positively contribute toward Indigenizing the HR major.
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? Including BUS 315 as an elective will provide students in the HR major with more options for completing their program because the course is offered on a twice-per-year basis. This contrasts with BUS 423 which has not been offered as a full course in over 5 years and which the School of Business has no short-term plans to offer.
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.) Existing seats in BUS 315 will be used to accommodate this change. Currently, 8 seats are reserved for students in the Applied Management Concentration and the remaining seats are open to students in all programs. To ensure that HR majors have an opportunity to enroll in the course, additional seat reserves can be used without changing overall enrolment or frequency of offering.
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. BUS 315 has historically been offered as MGMT 310 on a twice per year basis. There is no planned change to the number of offerings and so there are no budgetary or workload implications resulting from this addition.
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

Human Resource Management major

Upper-level requirements: 30 credits

Course	Title	Credits
BUS 304	Organization Theory and Design	3
BUS 305	Industrial Relations	3
BUS 314	Recruitment and Selection	3
BUS 406	Compensation and Benefits	3
BUS 416	Training and Development	3
BUS 418	Workplace Health and Safety	3
Plus:	Four upper-level BUS (Human Resource Management) electives (see list below)	12

Human Resource Management electives

Four upper-level business electives for the Human Resource Management major must be chosen from the following list.

Course	Title	Credits
BUS 306	Strengths-Based Development	3
BUS 307	Selected Topics in Organizational Behaviour	3
BUS 308	Selected Topics in Organization Theory	3
BUS 309	Selected Topics in Human Resource Management	3
BUS 315	Cultivating Positive Workplaces	3
BUS 377	Cooperative Enterprises	3
BUS 378	Organizational Culture, Climate, and Change	3
BUS 379	Cross-Cultural Management	3
BUS 400	Business and Society	3
BUS 407	Gender and Diversity in Organizations	3
BUS 408	Teamwork in Organizations	3
BUS 417	Performance Evaluation and Management (discontinued)	3

BUS 419	Strategic Human Resource Planning (discontinued)	3
~~BUS 423~~	~~Services Marketing~~	~~3~~
BUS 430	Management of Innovation	3
BUS 477	Fair Trade and Ethical Consumption	3
BUS 478	Workspaces, Built Places	3
BUS 492	Directed Studies (see Note)	3
CMNS 345	Instructional Skills for the Workplace	4
CMNS 380	Communicating in the Cross-Generational Workplace	3
CMNS 445	Facilitating Skills for the Workplace	4

Note: BUS 492 must be focused on a Human Resource Management topic and is subject to approval by the School of Business.

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, Communications

Date: October 5, 2022

Subject: Proposal for discontinuation of CMNS 120 Communicating in University

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:

   Arts Studies department has been working on new CSM courses learning outcomes similar to CMNS 120, and since Communications Department no longer houses CSM courses, the department has decided to cancel CMNS 120 to avoid overlaps with Arts Studies curriculum. It is agreed that some of the CMNS 120 course learning outcomes will be covered in the new Arts Studies 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?

   This course is listed as "one of" program requirements and/or course prerequisites in several UFV programs.

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

   All of the areas have been approached directly about the change.

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

Memo for Course Changes

To: College of Arts Curriculum Committee

From: Rashad Mammadov

Date: December 1, 2022

Subject: Proposal for discontinuation of CMNS 300/JRNL 300: Introduction to the Practice of Journalism

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:

   Communications Department is in the process of developing and approval of a minor in Journalism. In the process of program development, the program working group identified the need to introduce an upper-level, capstone course focusing on advanced investigative journalism skills. PWG concluded that CMNS 300/JRNL 300 does not meet the requirements for the capstone course, while still covering important introductory-level journalism skills. To avoid duplication of learning outcomes in the upper-level courses, the decision was to cancel CMNS 300/JRNL 300 and migrate its upper-level journalism skills to a newly developed capstone course (while adding more advanced skills), and lower-level foundational skills to a 200-level introductory 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?

   The course is a program requirement for the Essentials of Journalism associate certificate offered by the School of Culture, Media and Society. As the journalism fundamentals skills from this course

have been moved to a new, lower-level course (CMNS 201/JRNL 201), the new course will replace CMNS 300/JRNL 300 as a program requirement.

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

   Essentials of Journalism associate certificate offered by the School of Culture, Media and Society.

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

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	COURSE DISCONTIUATION BUDGET APPROVAL: CMNS 120 & 300, COMMUNICATIONS DEPARTMENT, COLLEGE OF ARTS
Date:	JANUARY 18, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the discontinuation of the course CMNS 120 & 300, and I approve the discontinuation of these courses.

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

Memo for New Course

To: College of Arts Curriculum Committee

From: Rashad Mammadov

Date: December 1, 2022

Subject: **Proposal for new course CMNS 201/JRNL 201: Foundations of Journalism Practice; update to CMNS 301/JRNL 301 and CMNS 312 prerequisites**

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.*

   Communications Department is in the process of development and approval of a minor in Journalism. In the process of program development, the program working group identified the need to introduce an upper-level, capstone course focusing on advanced investigative journalism skills. However, the department already had an upper-level journalism course titled CMNS 300/JRNL 300: Introduction to the Practice of Journalism. PWG concluded that CMNS 300/JRNL 300 does not meet the requirements for the capstone course, while still covering important introductory-level journalism skills. The decision was to migrate some of its upper-level journalism skills to a newly developed capstone course (while adding more advanced skills), and lower-level foundational skills to the proposed 200-level journalism course. CMNS 300/JRNL 300 is being cancelled. The proposed course is a program requirement for Journalism Minor.

   CMNS 301/JRNL 301 prerequisites will be updated to "CMNS 201/JRNL 201 or CMNS 300/JRNL 300 (discontinued), and one of CMNS 126, VA 119, VA 160, VA 180, FILM 260, or GD 281."

   CMNS 312 prerequisites will be updated to "One of the following: CMNS 201/JRNL 201, CMNS 212/MACS 212, CMNS 300/JRNL 300 (discontinued), CMNS 316, or CMNS 360."

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):

   Skills and knowledge base covered in the proposed course directly speak to the following Institutional Learning Outcomes:

   - Demonstrate information competency
   - Communicate effectively
   - Engage in respectful and professional practices
   - Initiate inquiries and develop solutions to problems
   - Contribute regionally and globally
   - Pursue self-motivated and self-reflective learning

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

The proposed course will replace CMNS 300/JRNL 300 (course cancellation in progress) as a program requirement for the Essentials of Journalism associate certificate.

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

   Essentials of Journalism associate certificate offered by the School of Culture, Media and Society.

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 outline reflects the importance of using storytelling as part of journalistic practice. The course will also integrate Indigenous ways of knowing and communicating into our instruction around reaching and engaging with audiences. Drawing from the recent literature on decolonizing journalism, the course will emphasize building respectful and reciprocal relationships with Indigenous people and communities when researching and sharing their stories.

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

   Throughout the course assignments and projects, students will have the flexibility to choose topics for their reporting that reflect stories they want to tell personally while learning to align them with the industry standards of newsworthiness. We will encourage students to reach out to tell the stories of the members of marginalized groups, along with creating channels of communication to respectfully share their experiences with the general audience.

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.:

   - Credit value: 3
   - Class size limit: 25
   - Frequency of offering: Once a year
   - Resources required (labs, equipment): N/A

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

   The costs of textbook options between hard or electronic copies vary from $70 to $160.

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	NEW COURSE BUDGET APPROVAL: CMNS 201, COMMUNICATIONS DEPARTMENT, COLLEGE OF ARTS
Date:	JANUARY 18, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new course CMNS 201 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: May 2009
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: CMNS 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Foundations of Journalism Practice **Course Short Title:** Found. of Journalism Practice	
Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students learn about the fundamentals of news writing and reporting as demanded by newsrooms across different forms of media. The training requires practicing foundational journalism skills. Students explore a variety of skills such as interviewing, fact gathering, image selection and caption writing, headline and lead writing, news analysis, and routine newsroom operations.

Note: This course is offered as CMNS 201 and JRNL 201. Students may take only one of these for credit.

Note: Students with credit for CMNS 300/JRNL 300 cannot take this course for further credit.

Prerequisites (or NONE):	One of the following: CMNS 125, CMNS 175, or ENGL 105.
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: **JRNL 201**

Equivalent course(s): **JRNL 201, CMNS 300/JRNL 300**

(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	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: **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:**	December 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 stories by applying news values and gather facts using digital and analog tools.
2. Select and organize information and images by using the opportunities provided by the most recent digital software and hardware.
3. Produce concise news reports employing professional standards of fairness, accuracy, context, and truthfulness.
4. Explain the unique role, responsibilities and ethical considerations of a journalist.
5. Prepare interview questions and employ culturally competent reporting strategies and digital tools to conduct interviews.
6. Identify the importance of journalistic storytelling, in conversation with Indigenous ways of knowing.
7. Make informed decisions about the balance between core journalistic values and non-objective advocacy journalism.

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

Assignments:	60%	Project:	30%	Quizzes/tests:	10%
	%		%		%

Details:

Assignments:
- Weekly writing assignments: 20%
- Two news writing assignment: 40%

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	McKercher, C., Thompson, A., & Cumming, C.	*The Canadian reporter: News writing and reporting*	2011
2.	Textbook	James McCarten	*The Canadian Press Stylebook, 19th edition*	2021
3.	Textbook	Gillespie, B.	News Writing and Reporting: An Introduction to Skills and Theory	2017
4.	Textbook	McCue, D.	Decolonizing Journalism	2022

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

None

Course Content and Topics

- **Introduction to the course and each other**
  - What is journalism? What is news?
  - Factors that influence whether an event is newsworthy.
  - The role of the journalist: the public interest vs. what interests the public.
- **Background: history and development**
  - Journalism and the evolution of societies: a mirror to the times; from the not-so-Free Press to the effects of technology and the role of unions. Reading assignment. AP Style and Copy presentation study assignment.
  - The relationship between journalism and Indigenous peoples in Canada.
  - Institutional, political and social Influences on journalistic content
- **Hard news reporting I**
  - Journalist, Know Thy Sources: Primary and secondary sources of information; structure and formulas: writing leads, headlines and cutlines; ethics; interview techniques; News Project 1, formation of micro-newsrooms, reporting assignment; reading assignment: discussion.
- **Guest speakers**
  - Local reporters offer first-hand advice, discuss methods and strategies.
- **Hard news reporting II**
  - Vetting: The Final Frontier; News Project 1: newsroom reports; discussion. The art of editing.
- **Accent on style**
  - Different writing styles; identifying differences between news reports, editorial pieces and feature stories; micro-newsroom
  - Project 2, Op-ed; reading assignment. AP Style test.
- **News and social commentary**
  - Project 2 newsroom reports; discussion; micro-newsroom

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval)**:**

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: JRNL 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Foundations of Journalism Practice **Course Short Title:** Found. of Journalism Practice	
Faculty: Faculty of Humanities	**Department (or program if no department):** Communications
Official Course Outline: This is a cross-listed course. Please refer to **CMNS 201** for the official course outline.	
Calendar Description: Students learn about the fundamentals of news writing and reporting as demanded by newsrooms across different forms of media. The training requires practicing foundational journalism skills. Students explore a variety of skills such as interviewing, fact gathering, image selection and caption writing, headline and lead writing, news analysis, and routine newsroom operations. Note: This course is offered as CMNS 201 and JRNL 201. Students may take only one of these for credit. Note: Students with credit for CMNS 300/JRNL 300 cannot take this course for further credit.	
Prerequisites (or NONE):	One of the following: CMNS 125, CMNS 175, or ENGL 105.
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: **CMNS 201** Equivalent course(s): **CMNS 201, CMNS 300/JRNL 300** *(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 / Program Head or Director:	**Date approved:**	December 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2023

Memo for New Course

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: January 13, 2022

Subject: Proposal for new course CMNS 311: Investigative Reporting

1. **Rationale for new course, including how this course fits into the program(s):**

   The course has been developed primarily to address the need for a specialized, capstone course for the in-development Journalism Minor program but also, to address the interest among students who have taken lower-level journalism courses and wish to continue their training in the area of journalistic research and investigation. As the course accumulates journalism skills in an industry-standard real-life project with proper attention given to all of the aspects of quality investigative reporting, the number of the course learning outcomes exceeds the typical range. The course has already been included in the Journalism Minor program proposal awaiting institutional approval. The projected launch date of the program is January 2024.

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 learning outcomes focus on polishing and deepening the skills practiced in lower-level and specialized journalism courses. The independent nature of modern freelance journalism makes investigative reporting skills necessary when working in isolation, without necessarily having editorial and newsroom support. The course provides students with knowledge and skills to dive deep into open-source databases and master in-depth interviewing and computer-assisted data analysis – some of the key program outcomes of the Journalism Minor. The course also contributes to fulfilling several institutional learning outcomes such as *demonstrating information competency*, *analyzing critically and imaginatively*, *communicating effectively* and *contributing regionally and globally*.

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?**

   None

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's primary focus, its capstone project is a semester-long investigative report on an issue of importance for the Fraser Valley community. Students will be provided with a set of topics to choose from or they can find their own topic. Either way, a quota will be applied to ensure that at least 25% of projects have a focus on Indigenous communities. The course instructor will conduct consultations with the First Nations representative to identify issues of interest before the beginning of the semester (this representative will be determined in consultation with the Sr. Advisor on Indigenous Affairs for each iteration of the course).

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

   Throughout the course assignments and projects, students will have flexibility to choose topics for their reporting that reflect the stories they want to tell personally, while learning to align them with the industry standards of newsworthiness. The course also employs strategic approach to assessment design to consider possible technical accessibility limitations and cultural differences.

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.:**

   None

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

   The course intentionally uses open source and free texts. No special equipment other than regular smartphones and computers is necessary.

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	NEW COURSE BUDGET APPROVAL: CMNS 311 AND 499, COMMUNICATIONS, COLLEGE OF ARTS
Date:	FEBRUARY 13, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new courses CMNS 311 and CMNS 499, 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)**:** March 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: CMNS 311	**Number of Credits: 3** Course credit policy (105)
Course Full Title: Investigative Reporting **Course Short Title:**	
Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Provides students with skills they need to enhance their journalism practice. Using the storytelling techniques of award-winning journalism, students learn how to gather primary and secondary data from a variety of sources and analyze them using journalistic tools and computer-assisted reporting. Emphasis is on Fraser Valley-based fieldwork resulting in a semester-long, publication-quality investigative project of the student's choosing.

Prerequisites (or NONE):	CMNS 201/JRNL 201. Note: Students who have taken ENGL 215 or MACS 235, or who have experience in journalistic writing, can request instructor'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:

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: **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: **[click to select]**

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

Department approval	**Date of meeting:**	December 3, 2021
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Examine the history of investigative reporting and its role in a democratic society.
2. Identify story topics with high potential and formulate frameworks for investigation.
3. Improve planning ability in all aspects of producing journalism materials.
4. Polish writing skills needed in in-depth reporting projects.
5. Use research techniques and strategies to find information from a variety of sources, including public access, government, business and individuals.
6. Perform in-depth interviews with emphasis on directing conversations to extract story-specific details.
7. Employ analytical methods and multi-level verification.
8. Demonstrate journalistic values, including accuracy, fairness and balance.
9. Recognize the ethical and legal boundaries investigative reporters must observe.
10. Analyze data using computer-assisted reporting techniques.

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

Quizzes/tests:	15%	Assignments:	30%	Project:	45%
Holistic assessment:	10%		%		%

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.	Online resource	Konrad Adenauer Stiftung	Investigative Journalism Manual. https://www.investigative-manual.org	2021
2.	Online resource	Al Jazeera Media Institute	Investigative Journalism Handbook. https://institute.aljazeera.net/sites/default/files/2020/Investigative%20Journalism%20Handbook_0.pdf	2020
3.	Online resource	Craig Silverman	Verification Handbook for Investigative Reporting. https://datajournalism.com/read/handbook/verification-2	2020
4.	Online resource	Jonathan Gray and Liliana Bounegru	The Data Journalism Handbook. https://datajournalism.com/read/handbook/two	2021
5.				

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

Course Content and Topics

- The process of investigative reporting: preliminary steps, research, analysis, publications
- Kinds of investigative reporting
- Giving voice to the voiceless as a primary paradigm
- Working with confidential sources
- Cultural and inclusivity considerations
- Ethical dilemmas and lapses
- Working with secondary sources. FOI, ATI
- Raw data - analysis, algorithms, common approaches
- Computer-assisted data interpretation
- Search and data gathering techniques
- Generating primary source dataset (MsExcel)
- Human subjects and information gathering: network building, maintenance and responsibilities
- In-depth interview techniques
- Journalistic writing – stylistic features, genres of investigative reporting
- Newsroom routines – editorial hierarchy and collaboration, co-authorship, team work, collaborative investigations
- Building relationships with government sources, judiciary, law enforcement, corporate/business sources, individuals

Memo for New Course

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: January 12, 2022

Subject: Proposal for new course CMNS 499 - Special Topics in Journalism Practice

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 is a course has been developed to give students who are interested in journalism a chance to explore a journalism-related topic over the course of the term. The impetus behind the course creation is a potential journalism minor with the communications department.

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 emphasize the practical skills needed to perform journalistic tasks, including researching, analyzing audiences, employing ethical practices in the collection and presentation of source material. The outcomes also include employing culturally responsive practices in reporting in and about Indigenous communities. The course aligns with all of UFV's institutional outcomes, particularly, demonstrating information proficiency, communicating effectively, and engaging in respectful and professional practices. This course also aligns with program learning outcomes, particularly creating professional messages, and demonstrating information literacy skills.

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?

   The revised outline is finalized based on consultation within the Communications department.

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 outline reflects the importance of using ethical and informed journalistic practices in the reporting of issues of concern to Indigenous communities. The course will also integrate Indigenous ways of knowing and communicating into our instruction around engaging with human sources, and with audiences. Guest speakers, including editors/journalists/publishers at regional Indigenous news outlets will help enhance student understanding of local, regional issues that involve Indigenous

communities as either the focus or as stakeholders. As well, Gregory Younging's *Elements of Indigenous Style* is one of the recommended textbooks.

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

   The course reflects the principles of EDI in that the students will be instructed in journalistic practice that aims to include all members of the community in which they report. As well, there is an emphasis, reinforced in the learning outcomes, on analysis of and reporting to diverse audiences. In terms of the course delivery, a number of pedagogical approaches will provide greater access to students, including a variety of assessment types (oral, written, and visual), the use of multimedia in showing examples and communicating concepts, and a Blackboard site developed and maintained with the EDI principles in mind.

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. Credit value N/A
   b. Class size limit N/A
   c. Frequency of offering N/A
   d. Resources required (labs, equipment) N/A

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

   The costs of textbooks are between $40 and $80, depending on whether the student gets a digital or hard-copy version of the textbooks. Also, the focus of the special topic course will impact the textbook(s) price.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: CMNS 499	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Journalism Practice **Course Short Title:** Sp Topics in Journalism Pract	
Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Offers students the chance to explore elements of journalistic practice or particular types of beat reporting. Topics might include data journalism, broadcast journalism, photojournalism, reporting diversity, political reporting, or advocacy journalism.

Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.

Prerequisites (or NONE):	60 university-level credits including CMNS 201 and CMNS 251.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **NA**

Cross-listed with: **None**

Equivalent course(s): **None**

(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	20
Total hours	**45**

Scheduled Laboratory Hours

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

Course Details

Special Topics course: **Yes**
(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:**	February 4, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Engage in research and critical thinking specific to a topic.
2. Analyze a specific topic in relation to the field of journalism.
3. Discuss culturally responsive practices in reporting in and about diverse communities, including Indigenous communities.
4. Analyze target audiences.
5. Disseminate complex information effectively to allow diverse audiences to make informed decisions.
6. Apply ethical practices in the collection and presentation of journalistic reports.
7. Develop journalistic content specific to the topic, context, and audience.
8. Use professional communication skills including writing, design, and presentation in the production of journalistic pieces.

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

Assignments:	100%	%	%
	%	%	%

Details:

- Social media data assignment: 10%
- Spreadsheet assignment #1: 10%
- Spreadsheet assignment #2: 10%
- Telling a story with data #1: 25%
- Telling a story with data #2: 35%
- Final presentation: 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.)*

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	Younging, G.	Elements of Indigenous Style	2013 2018
2.	Textbook	Vallance-Jones, F. & McKie, D.	The Data Journalist: Getting the Story	2016
3.	Textbook	Houston, B.	Data for Journalists: A Practical Guide to Computer-Assisted Reporting	2018
4.				
5.				

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

None

Course Content and Topics

- What is data journalism and how has become a trending term in contemporary journalistic practice?
- How do you do data journalism?
- Data journalism resources
- Data journalism examples and best practices
- How to use data to write a more compelling, well-reported story
- From public records to tax records
- From data to lead
- Spreadsheets: sorting, means, and medians
- Principles of data visualisation
- Choosing the best graphic form

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: October 7, 2022

Subject: Proposal for revision of CMNS 490 Directed Study

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:

   Six-year course review. The prerequisites were analyzed and we determined that they should be in line with other upper-level CMNS courses to ensure appropriate access to the course, especially given department head permission is still required. The calendar description and textbook choices were updated, as was the language of the learning outcomes.

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)*:

   Learning outcome changes here are minor, but reflect an increased emphasis on awareness of cultural and professional practices, including the organizational culture of the workplace, but also the wider cultural context of Indigenization in British Columbia, in line with the TRC recommendations. By taking place within the Fraser Valley, the workplace research makes a positive regional contribution.

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)?

   NA

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 project specific structure of this course precludes the explicit examples of materials here. By stating an explicit need for cultural context in the research, the course learning outcomes require "[b]uilding student capacity for intercultural understanding, empathy, and mutual respect" (TRC: Calls to Action, 2016). Appropriate efforts will be made to consider relevant Indigenous materials and perspectives related to the research on the workplace, and the social context in which it operates. As a recognition of learning being more than a traditional-colonial written transfer of information, course projects may use multiple communication formats such as verbal, written, audio, video, or visual/art.

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

   The course requires presentation of findings in multiple media (recorded or live presentation, written report, electronic documents), generating a wide field of accessible work across formats. Course delivery methods are highly flexible and open to adaptation according to student needs. The nature of the directed study means students are able to determine their own topic, timeline, and most deliverables.

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.

   The course requires specific workplace research, and takes place in a small group (maximum 6 students).

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

   Varies according to content.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: Fall 2008
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: CMNS 490	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Directed Studies in Communications **Course Short Title:** Directed Studies in Cmns	
Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students independently identify a communications issue, theme, or problem and work with a faculty supervisor to produce a substantial research project.

Prerequisites (or NONE):	60 university-level credits including nine credits of upper-level CMNS and department head 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	5
Tutorials/workshops	55
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: **Yes; 1 repeat 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)**: 6**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

This is a process course where the students, through ongoing consultation with faculty, design and develop an independent project.

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:**	October 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Manage a research project from conception to completion.
2. Develop an ethically-informed research methodology, and obtain ethics approval if needed.
3. Conduct critically aware independent research into a communications topic.
4. Produce a cultural-context appropriate report detailing research findings and/or recommendations.
5. Produce effective supporting documents according to audience requirements.
6. Present findings to an audience of faculty members, peers, and other experts.

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

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

Details:

Assignments:

- Literature review: 15%
- Written/audio/video/verbal/visual assignments: 15%
- Presentation of findings (to a panel of at least three faculty members): 15%
- Final project: 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.)*

Consultation, interviews, and presentation of project, student-directed learning.

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	Denizen, N.K., & Lincoln, Y.S.	The SAGE Handbook of Qualitative Research	2017
2.	Textbook	McGregor, D., Restoule J.,& Johnston, R.	Indigenous Research: Theories, Practices, and Relationships	2018
3.	Textbook	Harris, D.	Literature Review and Research Design: A Guide to Effective Research Practice	2020
4.	Textbook	Mumby, D., & Kuhn, T.	Organizational Communication: A Critical Introduction	2019

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

The provided materials cover general approaches to qualitative and quantitative research, critical studies, and Indigenous research. As the course is an independent study and the focus of each section will be unique to the student's need and instructor's approach, specific texts and material will vary according to project proposals.

Course Content and Topics

Varies according to project proposed/approved. To be determined in consultation with faculty advisor.

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: January 2023

Subject: Proposal for new course ANTH 399: Special Topics in Anthropology II

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 serves two purposes. The first is that it provides the Anthropology program an opportunity to try new course material without having to create a new course. This is important, given we have one new permanent member of Anthropology for whom we need to develop courses, one relatively-recent Anthropology member who is still in the process of developing courses related to her expertise, and the potential for other new faculty to join us as we revitalize this program. Second, we are in the process of both revising and reducing the ANTH courses in our calendar. The goal is to have only those courses which we can routinely offer as those listed in the calendar. This, however, results in a list of courses that is too constrained; it does not provide us with a means to offer any other courses than what is in our teaching rotation. This is problematic, given that we will have to offer additional courses at some points (e.g., if our enrolments are strong and we need an additional course offering; when someone goes on sabbatical and the replacement person does not have the same expertise as the person on sabbatical, etc.). This special topics shell provides ANTH with enough flexibility that we can adapt to changing circumstances in a timely manner, without having to have a large number of courses in our calendar that we do not plan to offer on a regular basis.
- This course will serve as an elective in the Sociology/Anthropology Major, Anthropology Extended Minor, and Anthropology minor programs. Ultimately students will be able to choose from 7 regularly offered upper-level ANTH courses for their electives. Students enrolled in the Sociology/Anthropology Major must take 2 ANTH electives, Students enrolled in the Anthropology Extended Minor must take 3 electives (at least 1 of which must be from ANTH). Students enrolled in the Anthropology Minor must take 4 electives (at least 2 of which must be from ANTH). The intention is that this special topics course will be offered on as as-needed basis. In practice, this may mean up to twice in one academic year. This, however, is a maximum. It is more likely to be used once a year (e.g. in summer, when we have already taught the core requirements for our program and want to offer something novel designed to entice more students into our program and provide an alternative elective for our existing students), or not at all.

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 special topics shell is no exception. The course Learning Outcomes are designed to ensure each iteration of this course will further our student's acquisition of ANTH PLOs. As such, this course will offer students an important opportunity to explore a topic that is not in our existing calendar, while still moving towards completing our ANTH PLOs. Given our ANTH PLOs are carefully aligned with the ILOs it means, regardless of the topic, all iterations of this course will further acquisition of the ILOs.

Course Learning Outcomes	SOC/ANTH Major PLOs	ANTH PLOs	ILOs
1. Explain concepts, themes, and theories deemed essential to an understanding of the topic	2	2	3
2. Articulate how the topic is situated within the field of anthropology	2	6, 9	3
3. Critically examine scholarly arguments on the topic	1, 4	2	2
4. Clearly communicate key ideas from the course	1, 4	1	5
5. Reflect on the relevance of course ideas to their everyday lives	1, 4	1	5
5. Demonstrate an understanding of how diverse cultural perspectives are relevant to this topic	6	1, 3	9

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

    - Outside of ANTH programs, this course will serve as an elective for students in any Bachelor of Arts program. However, it is not required by any program.

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

    - Sociology
    - Media and Communication Studies

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).

- Given this is a special topics course, it is difficult to know exactly how each iteration will contribute to Indigenizing the Academy. Regardless, as a discipline, Anthropology has much to offer these efforts. As a result, we can say the following:
    i. Readings and class discussions will include consideration of works by Indigenous scholars, including authors that challenge assumptions and framings of the topic that emulate from a more Western perspective. The inclusion of these perspectives throughout the course encourages Indigenous and non-Indigenous students to reflect critically on the topic of the course.
    ii. The written assignments for the course will encourage students to demonstrate their learning in a variety of formats. This includes holistic assessments, which encourage students to deeply engage with particular issues while aligning these to their own personal interests, experiences, affective states, and future goals.
    iii. The inclusion of Indigenous content will be done in a manner that is respectful and inclusive of Indigenous peoples and cultures. Courses will be structure to ensure 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. We will thus be acknowledging the harms done to Indigenous peoples while also celebrating Indigenous agency and creativity in resisting and responding to historical and ongoing experiences of colonisation.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
    - All course materials are posted on Blackboard and accessible to students who use screen readers.
    - Readings are written by scholars of different nationalities, genders, and ethnic and racial backgrounds.
    - Assignments are designed to allow space for creativity and flexibility. They are also easily adaptable to accommodate students with disabilities.
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 comments and responses:

- How do the proposed prerequisites (9 credits of ANTH or 45 credits) prepare students to be successful in this course? Should prereqs be “9 credits of ANTH or (45 credits including 3 credits of ANTH)”?

  Based on this suggestion, and after further reflection, we would like to change the pre-reqs to: "One of the following: 9 credits of ANTH, 45 credits including 3 credits of 100-level ANTH, or instructor’s permission."

  We agree that this additional ANTH credit requirement will ensure all students entering the course are better-prepared for success in this upper-level ANTH course, as it means all students entering the course will be exposed to foundational anthropological concepts, literature, and critical thinking skills.

  We are requesting that a 100-level ANTH course be specified, because key anthropological concepts are definitely covered in the 100-level courses, whereas, depending on the course, they may not be in ANTH 200-level courses. Given this is a special topics course and we cannot know in advance which concepts they need for each special topic, it is safest to ask for a 100-level ANTH course instead of hoping that a 200-level ANTH course might have enough overlap with what is covered in that specific ANTH 399.

  However, it is possible that a student who has only taken one ANTH course (200-level or above) will be perfectly capable of succeeding in that version of ANTH 399. To address this, we request specifically including “or instructor’s permission”. Appropriate pre-reqs will vary from one iteration of ANTH 399 to another, depending on the topic (e.g. some ANTH 200-level courses will be appropriate as a pre-req, depending on which iteration of ANTH 399 is on offer). This aspect of pre-req will not be apparent to students, so it is good for them to be aware that we are open to being flexible.

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	NEW COURSE BUDGET APPROVAL: ANTH 399, SCHOOL OF CULTURE, MEDIA, AND SOCIETY, COLEGE OF ARTS
Date:	FEBRUARY 13, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new course ANTH 399, and I approve its 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)**:** March 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 399	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Special Topics in Anthropology II **Course Short Title:** Special Topics in Anth II	
Faculty: Faculty of Social Sciences	**Department:** School of Culture, Media, and Society

Calendar Description:

Examines a selected topic in anthropology that is not addressed in current course offerings. Topics covered will vary with semester and instructor.

Note: The special topic will be indicated by a letter designation (e.g. ANTH 399C). Students may receive credit for ANTH 399 more than once as long as the letter designation differs.

Prerequisites (or NONE):	One of the following: 9 credits of ANTH, 45 credits including 3 credits of 100-level ANTH, or instructor'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:

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: **Yes**
(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 cannot be awarded for this course because:

Courses will contain specific theoretical elements that cannot be gained from lived experience

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:**	January 13, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 concepts, themes, and theories deemed essential to an understanding of the topic.
2. Articulate how the topic is situated within the field of anthropology.
3. Critically examine scholarly arguments on the topic.
4. Clearly communicate key ideas from the course.
5. Reflect on the relevance of course ideas to their everyday lives.
6. Demonstrate an understanding of how diverse cultural perspectives are relevant to this topic.

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

Assignments:	30%	Project:	50%	Holistic assessment:	20%

Details:

Given this is a special topics course, the specific course requirements for this course will vary from one iteration to another, depending upon what is considered most appropriate. In general, however:

- Projects will involve some kind of sustained work that draws upon the whole of the course. This will often be broken into smaller sub-sections that build on each other.
- Assignments will consist of shorter pieces of work more focused on sub-topics of the course.
- Holistic assessment considers how the themes of the course relate to students' wider experiences. This may take the form of autoethnographic work or critical self-reflection.

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.)*

Course may include lecture, seminar, guest lectures, small-group activities, in-class project-based assignments, student presentations, and the use of audio-visual materials.

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	Shah, Alpa	Shah, Alpa. 2018. Nightmarch: Among India's Revolutionary Guerrillas. Oxford: Oxford University Press.	2018
2.	Online resource	Morton, Adam	Morton, Adam. 2013. "Evil and Otherness." In On Evil, 1–33. Thinking in Action. Hoboken: Taylor and Francis.	2013
3.	Article	Scheper-Hughes, Nancy	Scheper-Hughes, Nancy. 1995. "The Primacy of the Ethical: Propositions for a Militant Anthropology." Current Anthropology 36 (3): 409–40.	1995
4.	Article	Fassin, Didier	Fassin, Didier. 2008. "Beyond Good and Evil?: Questioning the Anthropological Discomfort with Morals." Anthropological Theory 8 (4): 333–44. https://doi.org/10.1177/1463499608096642.	2008
5.	Article	Frosh, Paul	Frosh, Paul. 2018. "The Mouse, the Screen and the Holocaust Witness: Interface Aesthetics and Moral Response." New Media & Society 20 (1): 351–68. https://doi.org/10.1177/1461444816663480.	2018

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

Course Content and Topics

Example: The Anthropology of Evil

- Defining Evil
- Studying evil and morality
- Material remains of evil
- The Occult
- Cannibals
- Terrorists
- Moral Panic
- Difference and violence
- Authority, control, and truth
- Obedience, banality, and resistance
- Aftermaths
- Story, testimony, silence
- Resistance and hope

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	Kidron, Carol A.	Kidron, Carol A. 2009. "Toward an Ethnography of Silence: The Lived Presence of the Past in the Everyday Life of Holocaust Trauma Survivors and Their Descendants in Israel." *Current Anthropology* 50 (1): 5–27. https://doi.org/10.1086/595623.	2009
2.	Textbook	Kidman, Joanna et al.	Kidman, Joanna, Vincent O'Malley, Liana MacDonald, Tom Roa, and Keziah Wallis. 2022. *Fragments from a Contested Past: Remembrance, Denial and New Zealand History*. Wellington: Bridget Williams Books.	2022
3.	Online resource	Kidman, Joanna	Kidman, Joanna. 2017. "Should We Destroy the Monuments of Our Colonial Past?" *E-Tangata* (blog). November 4, 2017. https://e-tangata.co.nz/history/joanna-kidman-should-we-destroy-the-monuments-of-our-colonial-past/.	2017
4.	Article	Banivanua-Mar, Tracey	Banivanua-Mar, Tracey. 2010. "Cannibalism and Colonialism: Charting Colonies and Frontiers in Nineteenth-Century Fiji." *Comparative Studies in Society and History* 52 (2): 255–81. https://doi.org/10.1017/S0010417510000046.	2010
5.	Article	Conklin, Beth A.	Conklin, Beth A. 1995. "'Thus Are Our Bodies, Thus Was Our Custom': Mortuary Cannibalism in an Amazonian Society." *American Ethnologist* 22 (1): 75–101.	1995
6.	Online resource	Renner, K.J.	Renner, K. J. 2016. "Ghost Children." In *Evil Children in the Popular Imagination*, 69–93.	2016
7.	Article	Niehaus, Isak	Niehaus, Isak. 2010. "Witchcraft as Subtext: Deep Knowledge and the South African Public Sphere." *Social Dynamics* 36 (1): 65–77. https://doi.org/10.1080/02533950903561247.	2010
8.	Article	Magliocco, Sabina	Magliocco, Sabina. 2003. "The Opposite of Right Society: Witches, Terrorists and the Discourse of Evil." *Ethnologica Europaea* 33 (2): 13–22.	2003
9.	Online resource	Wardell, Susan	Wardell, Susan. 2017. "Vaccination Debates and the Pain of Dividuality." Corpus (blog). August 6, 2017. https://corpus.nz/vaccination-debates-pain-dividuality/.	2017
10.	Article	Verkaaik, Oskar	Verkaaik, Oskar. 2003. "Fun and Violence. Ethnocide and the Effervescence of Collective Aggression." *Social Anthropology* 11 (1): 3–22. https://doi.org/10.1017/S0964028203000016.	2003
11.	Article	Straus, S.	Straus, S. 2001. "Organic Purity and the Role of Anthropology in Cambodia and Rwanda." *Patterns of Prejudice* 35 (2): 47–62. https://doi.org/10.1080/003132201128811142.	2001
12.	Online resource	MacDonald, David B.	MacDonald, David B. 2014. "Genocide in the Indian Residential Schools: Canadian History through the Lens of the UN Genocide Convention." In *Colonial Genocide in Indigenous North America*, edited by Andrew Woolford, Jeff Benvenuto, and Alexander Laban Hinton, 306–24. Durham: Duke University Press.	2014
13.	Article	MacDonald, David B.	MacDonald, David B. 2003. "Daring to Compare: The Debate about a Maori 'Holocaust' in New Zealand" 1." *Journal of Genocide Research* 5 (3): 383–403. https://doi.org/10.1080/1462352032000154624.	2003
14.	Online resource	Weber, Max	Weber, Max. 2007. "The Nature of Charismatic Domination." In *Stardom and Celebrity: A Reader*, edited by Sean Redmond and Su Holmes, 17–24. London: SAGE.	2007

15.	Online resource	Caton, Steven C.	Caton, Steven C. 2010. “Abu Ghraib and the Problem of Evil.” In *Ordinary Ethics: Anthropology, Language, and Action*, edited by Michael Lambek, 165–84. New York: Fordham University Press.	2010
16.	Online resource	Balfour, Danny L. et al.	Balfour, Danny L., Guy B. Adams, and Ashley E. Nickels. 2019. “The Dynamics of Evil and Administrative Evil.” In *Unmasking Administrative Evil*, 1–28. London: Taylor & Francis Group.	2019
17.	Article	Farmer, Paul	Farmer, Paul. 2004. “An Anthropology of Structural Violence.” *Current Anthropology* 45 (3): 305–25. https://doi.org/10.1086/382250.	2004
18.	Online resource	Lancaster, Roger	Lancaster, Roger. 2015. “Punishment.” In *A Companion to Moral Anthropology*, edited by Didier Fassin, 519–39. London: John Wiley & Sons.	2015
19.	Article	Kleist, Nauja & Jansen, Stef	Kleist, Nauja, and Stef Jansen. 2016. “Introduction: Hope over Time—Crisis, Immobility and Future-Making.” *History and Anthropology* 27 (4): 373–92. https://doi.org/10.1080/02757206.2016.1207636.	2016
20.	Article	Ortner, Sherry	Ortner, Sherry B. 2016. “Dark Anthropology and Its Others: Theory since the Eighties.” *HAU: Journal of Ethnographic Theory* 6 (1): 47–73. https://doi.org/10.14318/hau6.1.004.	2016
21.	Article	Kennedy, Rosanne	Kennedy, Rosanne. 2001. “Stolen Generations Testimony: Trauma, Historiography, and the Question of ‘Truth.’” *Aboriginal History* 25: 116–31. https://doi.org/10.3316/ielapa.865413443024737.	2001
22.	Article	Connerton, Paul	Connerton, Paul. 2008. “Seven Types of Forgetting.” *Memory Studies* 1 (1): 59–71. https://doi.org/10.1177/1750698007083889.	2008
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

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

Memo for Program Changes

To: CACC, UEC

From: Eric Spalding, School of Culture, Media & Society (following a meeting with Rashad Mammadov, Chantelle Marlor, Sylvie Murray, and Linda Pardy)

Date: October 21, 2022

Subject: Program change (Essentials of Journalism associate certificate)

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: *Revision of credit requirements from 12-14 to 12*.

2. Rationale for change(s):

There are two interrelated objectives to the changes to the Essentials of Journalism associate certificate: simplifying it to make it more accessible to students and ensuring that it ladders into the forthcoming Journalism minor.

Currently, there is only one way to complete the associate certificate without also having to complete prerequisites for the courses within it. This one way consists of taking the following courses: CMNS 175, CMNS 300/JRNL 300, MACS 130, and MACS 235/JRNL 235. These four courses are the ones that we have decided to retain for the new associate certificate. In simplifying the program, we are following the model of the popular Professional Communication Essentials associate certificate.

In this collaboration between MACS and CMNS, there is now a symmetry to the four offerings for the Essentials of Journalism associate certificate. Indeed, each of the two programs is represented by one core first-year introductory course and one core introductory course in journalism. CMNS 300/JRNL 300 (which is going to become CMNS 201/JRNL 201) and MACS 235/JRNL 235 complement each other, with the former course emphasizing practical skills and the latter one emphasizing theoretical knowledge.

Of the seven options to be removed from the associate certificate, all require prerequisites outside the scope of the credential. Moreover, five of the options, because they are upper-level courses, are less desirable to students wanting to complete the credential in a timely manner—for instance, as a prelude

to pursuing the Journalism minor. In any case, these seven courses have been receiving very few students through the associate certificate. Thus, there is likely to be no impact on their enrolment numbers.

In addition, some of these seven eliminated options are not available in the Journalism minor. As a consequence, students completing them for the associate certificate will not be able to count them towards the minor. In this respect, they are an obstacle to effective laddering from the associate certificate to the minor.

These changes make the associate certificate more attractive to students because they can now see at a glance what they need to accomplish to obtain it. Their objective is clear: to complete four essential courses, two housed in MACS and two housed in CMNS. All students complete the same four courses in a credential that is more sharply focused than it was before.

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

Program outcomes are not new or substantially changed.

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

Some of the courses in the associate certificate address issues related to Indigeneity. For instance, MACS 235/JRNL 235 addresses such topics as: the diverse newsroom; the representation of minorities and women in the news; ethnicity, gender, and class among news sources. Moreover, students have options to focus on Indigenous issues in their course work.

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

No additional resources will be required.

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

By simplifying and clarifying our expectations and by having a minor to ladder into, we expect enrolment in the program to increase.

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 number of credits changes from 12-14 to 12. This slight change will not have an impact on how many sections of the required courses need to be offered. The four courses are already offered at least once per year and do not have to be offered more often.

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.)

It will be useful in scheduling the four courses that they not overlap with each other. Otherwise, there will be no effects on available resources.

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.

There might be a small increase in enrolments for some of the courses in the associate certificate, but not enough for there to be budgetary implications.

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.

Linda Pardy

From: John Pitcher
Sent: September-06-22 10:32 AM
To: Heather DavisFisch; Chantelle Marlor
Cc: Linda Pardy
Subject: Re: Essentials of Journalism Associate Cert

Follow Up Flag: Follow up
Flag Status: Flagged

Fine with us. Thanks for the update!

From: Heather DavisFisch <Heather.DavisFisch@ufv.ca>
Sent: Tuesday, September 6, 2022 10:20 AM
To: Chantelle Marlor <Chantelle.Marlor@ufv.ca>; John Pitcher <John.Pitcher@ufv.ca>
Cc: Linda Pardy <Linda.Pardy@ufv.ca>
Subject: Re: Essentials of Journalism Associate Cert

No concerns here.

From: Chantelle Marlor <Chantelle.Marlor@ufv.ca>
Sent: September 1, 2022 11:47 AM
To: Heather DavisFisch <Heather.DavisFisch@ufv.ca>; John Pitcher <John.Pitcher@ufv.ca>
Cc: Linda Pardy <Linda.Pardy@ufv.ca>
Subject: Essentials of Journalism Associate Cert

Hi Heather and John,

We are in the process of substantially revising the Essentials of Journalism Associate Certificate. The tentative plan is to eliminate the list of optional courses from which students pick two courses to complete. Instead, the Certificate will have four required courses (MACS 130, MACS 235, CMNS 175 and CMNS 300—the latter of which is going to be revised down to a 200-level). If these changes are adopted, it will mean your courses (ENGL 215, VA/FILM/JRNL 365, VA/FILM 366, and ENGL/JRNL 373) would no longer be part of the certificate (they are all currently on the "pick from these courses" list). (Please note: this certificate is distinct from the Journalism Minor that is being developed by CMNS—it may be that some of these courses are in the proposed Journalism Minor). Please let me know if these proposed changes present any concerns or problems for you.

Thanks.

Chantelle

Essentials of Journalism associate certificate

This four-course certificate (12~~-14~~ credits) offers an introduction to journalism and closely aligned areas of study. It can serve up to three key purposes:

1. Act as a sampler for students wondering if further studies in journalism ~~school~~ might be right for them.
2. Offer ~~some~~ journalism-inspired knowledge on how to gather, interpret, and present information, a skill~~-~~ set of value to prospective employers.
3. Increase students' capacities to follow the news with a heightened awareness of how it is put together, making them better citizens overall.

This certificate can be taken on its own. Indeed, students can complete its four courses without having to take any additional courses. It ~~can also~~is a relevant complement to many majors and minors at UFV, such as ~~majors~~ those in English, Sociology/Anthropology, and Visual Arts. It can also be a relevant add-on to the **Bachelor of Media Arts degree**. In addition, it ladders directly into the **Journalism minor**.

This certificate is given as a completion credential. Any student successfully completing the four courses is eligible for the certificate. Some students might complete the certificate while enrolled in their current programs, while others may be admitted to UFV for the purpose of taking the certificate.

Entrance requirements

1. Students currently enrolled in a UFV program should contact the **Academic Advising Centre** to formally declare this associate certificate as part of their studies.
2. Non-UFV students wishing to complete only the Essentials of Journalism associate certificate will need to meet the entrance requirements to the **Bachelor of Arts**.

Note: those who do not meet the entrance requirements for the BA may apply through **Qualifying Studies**.

~~New students should apply to **Qualifying Studies**. Students will be required to meet the admissions requirements for the university, as well as meet the individual course prerequisites.~~

~~Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.~~

Program outline

Course	Title	Credits
CMNS 175	Writing for the Internet	3
MACS 130	Introduction to Digital Media and Communications	3
CMNS ~~3~~2001/ JRNL ~~3~~2001	Introduction to the Practice of Journalism	3
MACS 235/ JRNL 235	Introduction to Journalism in Canada	3
~~CMNS 300/ JRNL 300~~	~~Introduction to the Practice of Journalism~~	~~3~~
~~**Two of:**~~		~~6-8~~

MACS 130	Introduction to Digital Media and Communications	-
CMNS 175	Writing for the Internet	-
ENGL 215	Creative Writing: Creative Non-Fiction	-
SOC 254	Writing for the Social Sciences	-
CMNS 301/ JRNL 301	Advanced Practice of Journalism	
VA 365/FILM 365/JRNL 365	Documentary Video Storytelling	
VA 366/FILM 366	Documentary Video Production	
MACS 369/ JRNL 369	Media Law and Ethics	
ENGL 373/ JRNL 373	Creative Writing: Advanced Creative Non-Fiction	

Note: Many of these courses have prerequisites. Students wishing to complete this certificate in only four courses must take CMNS 175, CMNS 300/JRNL 300, MACS 130, and MACS 235/JRNL 235.

Memo for Course Changes

To: Linda Pardy, College of Arts Curriculum Committee Chair

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

Date: January 20, 2023

Subject: Discontinuation of CRIM 261, 262, 263, 264, 291, 292, 293, 295, 296, 299, 391, 392, 394

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 these courses as they are part of a program agreement that has expired (BGS Police Studies Program).

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	Course Discontiuation Budget Approval: CRIM 261, 262, 263, 264, 291, 292, 293, 295, 296, 299, 391, 392, 394, Criminology & Criminal Justice, College of Arts
Date:	FEBRUARY 13, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the discontinuation of the courses CRIM 261, 262, 263, 264, 291, 292, 293, 295, 296, 299, 391, 392, 394, and I approve the discontinuation of these courses.

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

Memo for Program Changes

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

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

Date: January 3, 2023

Subject: Program change, Bachelor of Arts (Criminal Justice) Degree

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: Deletion of an elective option

2. Rationale for change(s): We are requesting a revision to the calendar copy to reflect the discontinuation of an elective course option.
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? N/A
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? There should be no impact on students as there are several other elective course options that are offered.
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? This does not change the number of required elective credits.
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.) Other elective course options will be offered across all semesters.
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

MEMO

To:	Linda Pardy
From:	Sylvie Murrey
Cc:	Tara Kaszonyi, Mark Fischer
Subject:	Program Changes Budget Approval: BACHELOR OF ARTS DEGREE - CRIMINAL JUSTICE, CRIMINOLOGY & CRIMINAL JUSTICE, COLLEGE OF ARTS
Date:	FEBRUARY 14, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the Bachelor of Arts Degree - Criminal Justice 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

Bachelor of Arts (Criminal Justice) degree

Elective requirements: 36 credits

- A minimum of 12 credits must be taken outside of CRIM.
- At least one elective must be selected from the following list: CRIM 210, CRIM 211, CRIM 212, CRIM 213, CRIM 214, CRIM 215, CRIM 216, CRIM 240, CRIM 250, CRIM 251, CRIM 252, CRIM 330, CRIM 335, CRIM 400, CRIM 402, CRIM 403, CRIM 410, CRIM 411, CRIM 412, CRIM 414, CRIM 416, ~~CRIM 417,~~ CRIM 418, CRIM 419, CRIM 435.
- The remaining credits may be taken from any discipline 100-level and higher.
- At least 21 credits must be upper-level.

Note: Students should plan their lower-level electives to ensure they will have the necessary prerequisites for the required upper-level non-criminology electives.

...

Upper-level electives

Course	Title	Credits
One of:		3
CRIM 330	Criminal Procedure and Evidence	
CRIM 335	Justice and Human Rights	
CRIM 339	Professional Ethics in Criminal Justice	

Two of:		6
CRIM 400	Terrorism	
CRIM 402	Mental Disorder and Crime	
CRIM 403	Advanced Studies in Youth Crime and Justice	
CRIM 410	Selected Topics in Crime and Criminal Justice	
CRIM 412	Organized Crime	
CRIM 414	Intervention Techniques in Corrections	
CRIM 416	Media, Crime, and Criminal Justice	
~~CRIM 417~~	~~Leadership in Groups and Organizations~~	
CRIM 418	Techniques of Crime Prevention	
CRIM 419	Victimology	

Memo for New Course

To: College of Arts Curriculum Committee (CACC); Undergraduate Education Committee (UEC)

From: Jessica Price, Chair, Global Development Studies Program Committee (GDS PC)

Date: 28 November 2022

Subject: Proposal for new course GDS 320, Decolonizing Aid and Development

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 GDS course offerings and provides a foundational course on contemporary development theories and critical approaches to development. GDS 320 will enable GDS students to develop an understanding of current debates in the study and practice of development and will help to equip students to work in the rapidly evolving development aid sector.

   The current GDS course offerings only cover contemporary development theories and critical approaches to development in brief. Students need better grounding in these theories and approaches than the current GDS courses provide. GDS 320 builds upon the contents of GDS/ANTH 220, 'Anthropology of Globalization and Development', a lower-level course that introduces students to anthropological perspectives on development and globalization to provide a strong grounding in critical development theories for GDS students.

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):

   Using the newly revised GDS program learning outcomes:

   1) GDS Program LO: Explain concepts and theories of global development and how they have been applied to the problems of power, inequalities, oppression, and social justice.

      Course LOs:
      - Explore the colonial underpinnings of the meaning and practice of development.
      - Analyze the Western-centric nature of development approaches, and the impacts of the aid sector in the global South

      These course learning outcomes align with ILOs 1, 2, 4, 6, 9.

   2) GDS Program LO: Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.

      Course LOs:
      - Examine post-colonial and post-development theories, and anthropological critiques of development.

These course learning outcomes align with 1, 2, 3, 4, 6, 9.

4) GDS Program LO: Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development.

   Course LOs:
   - Probe the roles and responsibilities of different development actors to decolonize development.
   - Evaluate efforts to decolonize the development aid sector through participation, partnerships, and localization.
   - Investigate case studies that centre diversity, local knowledge, and equity in development interventions.

   These course learning outcomes align with ILOs 2, 4, 5, 6, 7, 8, 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?

   This course was approved at a GSD Program Committee meeting involving representatives from 6 different program areas. Anthropology and SCMS also have been consulted.

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

   N/A – none 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).

   This course focuses on decolonization, a topic which overlaps with issues of Indigenization and is of vital concern to global Indigenous peoples. As students learn to think critically about the role of colonization and Western-centric notions and approaches in a global setting, they will be able to apply their learnings to the context of Indigenous nations and communities in Canada. Furthermore, thinking critically about 'othering', power asymmetries, and ethics is important when working with populations in the global South as well as with Indigenous communities in Canada.

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

By engaging in the topic of global decolonization and the oppression of racialized communities in the global South, the course topic directly reflects the principles of equity, diversity, and inclusion. Curriculum will also be delivered in an inclusive manner, with options provided to students for assignment types, and the use of alternate ways of knowing.

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 annually.

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

   The course textbooks amount to $70.00 as proposed.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: GDS 320	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Decolonizing Aid and Development **Course Short Title:** Decolonizing Aid & Development	
Faculty: Faculty of Social Sciences	**Department:** School of Social Justice and Global Stewardship

Calendar Description:

Students explore critical perspectives of development through the examination of post-colonial and post-development theories, as well as recent approaches and efforts to decolonize development practice. Students analyze the ethics and actions of a range of global development actors, and the impacts of the aid sector on systemic causes of oppression and inequality.

Prerequisites (or NONE):	45 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:

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)**: 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:**	October 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Explore the colonial underpinnings of the meaning and practice of development.
2. Examine post-colonial and post-development theories, and anthropological critiques of development.
3. Analyze the Western-centric nature of development approaches, and the impacts of the aid sector in the global South.
4. Evaluate the roles and responsibilities of different development actors to decolonize development.
5. Evaluate efforts to decolonize the development aid sector through participation, partnerships, and localization.
6. Investigate case studies that centre diversity, local knowledge, and equity in development interventions.

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

Assignments:	40%	Project:	35%	Final exam:	25%
	%		%		%

Details:

Assignments include: presentation (15%); blog/op-ed/review writing assignments (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	Kothari, A., Salleh, A., Escobar, A., Demaria F., & Acosta, A.	Pluriverse: A Post-Development Dictionary, Tulika Books (Ingram Academic Services)	2019
2.	Textbook	Van Wessel, M., Kontinen, J., & Bawole, N.	Reimagining Civil Society Collaborations in Development: Starting from the South, Routledge.	2023
3.	Online resource	Adeso & Peace Direct	Time to Decolonise Aid: Insights and Lessons from a Global Consultation - Full Report	2021
4.				
5.				

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

None

Course Content and Topics

Theories and critical perspectives of development module:

- History of development as a colonial project, modernization, economic growth
- Post-colonial critiques of development
- Post-development theories of development, alternative developments
- Anthropology of development, anthropological critiques

Contemporary critiques of development practice module:

- Ethnographies of aid
- Western-centric notions, understandings, knowledge, language, and approaches
- "Othering", power asymmetries, ethical issues
- Race, racism, and development
- Rights, empowerment, participation, and other development "buzzwords"

Decolonizing the aid sector: case studies and examples module:

- Local participation, PRA methods, "immersion"
- Role of NGOs, local grassroots organizations, partnerships
- Role of aid donors, funding, and the "localization" agenda
- Addressing race, diversity, culture, local knowledge, equity
- Decolonizing approaches: the way forward

Memo for New Course

To: College of Arts Curriculum Committee (CACC); Undergraduate Education Committee (UEC)

From: Jessica Price, Chair, Global Development Studies Program Committee (GDS PC)

Date: 28 November 2022; purposed as a new course 10 February 2023

Subject: Proposal for new course GDS 370, Fundamentals of Global Health and Development

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

1. Rationale for new course, including how this course fits into the program(s):

- The GDS-PC proposes to create GDS 370 and discontinue GDS 270, because understanding global health and development requires a foundation in material that is in keeping with an upper-level course rather than a lower-level course. The prerequisites will now be 45 university-level credits, which reflects that this is an upper-level course, while allowing students from all disciplines to enroll in it.
- GDS 270 was first co-taught in Summer 2022. At this time, the Instructors, Catherine Liao (Nursing), and Dr. Geetanjali Gill (GDS) realized that the course topic and issues are better suited to upper-level students. For example, it was difficult for lower-level students to understand key concepts such as social determinants of health. Spending more time teaching foundational concepts meant that it was difficult to cover the full range of critical global health issues. The GDS PC purposes to discontinue GDS 270 and create a new upper-level course, GDS 370 that will better cover the overall topic of development and health. Upper-level students will have the foundations to grasp key concepts faster and the workload associated with a course on health and development is better suited to the upper-level.
- GDS 370 will become a program required course for all GDS BA students to give them a strong understanding of health and development. The health sector is a vital sector for questions of development and this course fills an important place in the GDS BA.
- GDS 370 will provide students with a comprehensive overview of fundamental issues in global health and an of the interlinkages between health and development. This course will be focused on the global South as well as marginalized groups in the global North. This subject area is also very timely with emerging infectious diseases such as COVID-19, and their impacts on marginalized and vulnerable groups.

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):

   Using the newly revised GDS program learning outcomes:

   1) GDS Program LO: Explain concepts and theories of global development and how they have been applied to the problems of power, inequalities, oppression, and social justice.

Course LOs:

- Evaluate how key health issues affect the well-being and human development of diverse groups in the global South and North.
- Present ideas and views on global health coherently in oral and written form.

These course learning outcomes align with ILOs: 1, 2, 3, 4, 5, 6, 9

2) GDS Program LO: Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches.

Course LOs:

- Analyze how key health issues intersect with global development theories, approaches, and practice.

These course learning outcomes align with ILOs: 1, 2, 3, 4, 6, 9

3) GDS Program LO: Engage in debates, dialogue, and action related to social justice and global development

Course LOs:

- Examine a wide variety of perspectives and debates concerning health and development in the global South.
- Evaluate the role of development actors and partners in the global health sector.
- Present ideas and views on global health coherently in oral and written form.

These course learning outcomes align with ILOs: 1, 2, 3, 4, 5, 6, 9

4) GDS Program LO: Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development.

Course LOs:

- Analyze how key health issues intersect with global development theories, approaches, and practice.
- Present ideas and views on global health coherently in oral and written form.

These course learning outcomes align with ILOs: 2, 4, 5, 6, 9

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

- This course is of interest to students in the Social Sciences and Health Sciences. It will be co-taught by faculty in GDS and Nursing — currently Dr. Geetanjali Gill (GDS) and Catherine Liao (Nursing)—, and GDS and Nursing students may enroll. It is being made a program-required course for the GDS program, which may result in more GDS students taking the course. The changes will not negatively impact GDS students or students from other disciplines and programs from taking this

course. The pre-requisites are being changed to 45 university level credits, which all upper-level students will be able to satisfy.

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

- This change was discussed and approved by the GDS Program Committee, which includes members from 6 different disciplines and programs.

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).

- In examining the social determinants of health, globally, students will also learn about and discuss how intersecting social inequalities impact marginalized populations in Canada (and globally), including as Indigenous peoples. Research has shown that Indigenous populations around the world (including Canada) can experience negative health outcomes. This course also examines cultural aspects of health and illness in the global South, including global Indigenous populations.

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

- By engaging with the topic of social determinants of health and intersectionality, and students will learn that certain racial and ethnic groups face discrimination and negative experiences in health systems around the world. They will also learn about the need for health equity and approaches for ensuring inclusion in health systems. Curriculum will be delivered in an inclusive manner, with options provided to students for assignment types, and the use of alternate ways of knowing.

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 special considerations. The course will be offered annually.

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

- Typical costs for this course will be tuition plus books. When possible, the courses will draw readings from sources available through the UFV library or online at no cost. When this is not possible, estimated book costs are below $60.00.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: GDS 370	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Fundamentals of Global Health and Development **Course Short Title:** Global Health & Development	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Global Development Studies

Calendar Description:

An introduction to key issues in global health, and an exploration of critical perspectives on health policy and practice in the contexts of the global South and marginalized groups in the global North. Students will learn about intersecting social determinants of health and social inequalities, and health and development interlinkages.

Note: Students with credit for GDS 270 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:

Cross-listed with:

Equivalent course(s): **GDS 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	30
Tutorials/workshops	15
Practicum	
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: **No**

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

Department approval	**Date of meeting:**	October 2022
Faculty Council approval	**Date of meeting:**	December 9, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Evaluate how key health issues affect the well-being and human development of diverse groups in the global South and North.
2. Analyze how key health issues intersect with global development theories, approaches, and practice.
3. Examine a wide variety of perspectives and debates concerning health and development in the global South.
4. Evaluate the role of development actors and partners in the global health sector.
5. Present ideas and views on global health coherently in oral and written form.

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

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

Details:

Assignments include discussions (5%), presentation (15%), and blog/op-ed/review/brief writing assignments (25%)
Project includes the following components: research paper (25%), presentation (10%), outline and annotated bibliography (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	A. Birn, Y. Pillay, T. Holtz	Textbook of Global Health	2017
2.				
3.				
4.				
5.				

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

None

Course Content and Topics

Foundational module:
- Global health and development: history and interlinkages
- Social determinants of health, intersecting social inequalities, health outcomes

Key issues module:
- Population, demography, aging
- Health, refugees, displaced persons, conflict
- Gender-based violence, sexual and reproductive health, adolescents, gender norms
- Maternal and child health, nutrition
- Neglected tropical diseases, HIV/AIDS, emerging infectious diseases
- Global mental health and non-communicable diseases

Actors and practice module:
- Universal health coverage and pharmaceutical governance
- Regional case studies on the practice of global health
- Global health priorities and policies, sustainable development goals

Memo for Course Changes

To: College of Arts Curriculum Committee (CACC); Undergraduate Education Committee (UEC)

From: Jessica Price, Chair, Global Development Studies Program Committee (GDS PC)

Date: 28 November 2022; revised 10 February 2023

Subject: Proposal for revision of GDS 270, Fundamentals of Global Health and Development

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 GDS-PC proposes to discontinue GDS 270 and create a new course GDS 370, because the material covered in a course on development and health is not appropriate for a lower-level course and will be appropriate for an upper-level course. Students at the 200-level were not prepared for this course.

Memo for Program Changes

To: Linda Pardy and College of Arts Curriculum Committee Members; Samantha Pattridge and Undergraduate Education Committee (UEC) Members

From: Jessica J. Price, Chair, Global Development Studies Program Committee (GDS PC)

Date: 28 November 2022

Subject: Program change (Bachelor of Arts in Global Development Studies; Global Development Studies 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):

   - The Global Development Studies (GDS) Program underwent a program review in 2019. The GDS Program offers three degrees: the Bachelor of Arts in Global Development Studies, introduced in 2013, the Extended Minor, and Minor in Global Development Studies, both introduced in 2018.
   - The revisions to the GDS Program restructure the GDS BA, extended minor, and minor degrees to include newer GDS courses, and to include consistent courses across the degrees.
   - The GDS Program Learning outcomes have also been revised to follow UFV guidelines and better reflect the content and focus of the GDS Program.
   - The revision of the GDS Program is necessary in response to the 2019 program review and in light of the hire of a full-time GDS faculty member and development of a number of GDS courses after 2020.
   - Initial work to revise the GDS Program took place in 2021 and included research on other GDS and International Development Studies (IDS) programs in Canada and their requirements in order to develop a list of best practices in such programs. This research along with the College of Arts Dean's 2020 recommendations after the 2019 program review helped to guide the GDS Program revisions.

- During the 2022-2023 academic year, the Global Development Studies Program Committee (GDS PC) is responsible for the revisions to the GDS curriculum, program learning outcomes, and general program.
- The GDS PC consists of seven voting members: the only full-time GDS faculty member, the two faculty members with dual appointments in GDS and other programs, three faculty members—including the chair—from other departments who have knowledge and expertise about global development, and one non-teaching voting member from advising. The School of Social Justice and Global Stewardship (SoJust) convenor attends GDS PC meetings as a non-voting member. All decisions by the GDS PC are made by majority vote, and the votes are taken after discussion and work to build consensus if possible.
- The GDS PC met twice a month from August through November 2022, and the committee completed voting on GDS Program revisions by 28 November 2022, with final voting done by email after the 18 November 2022 meeting. Additional voting in response to UEC recommendations occurred on 13-14 February 2023. The records of all votes and of GDS PC deliberation are recorded in the GDS PC minutes.
- The GDS PC responded to the calls to ensure that a core of required courses for the GDS degrees are GDS courses and to streamline the GDS BA degree in particular to allow students to more easily graduate within four years and to allow students to include minors and certificates with their degree.
- The GDS BA revision follows a model in which students take certain core GDS courses, as well as selecting relevant courses from different lists of options. These baskets of courses help to address scheduling issues that could make it difficult for students to take required GDS courses by creating flexibility in the degree. This flexibility also allows students to pursue their interests across the degree by introducing courses that are relevant and important for GDS. The degree includes a lower-level basket of courses that teach skills for development professionals. At the upper-level, the interdisciplinary baskets include courses that teach students skills and research methods, and that integrate Indigenous, decolonial, and social and environmental justice-based perspectives and issues in development.
- A major consideration of the GDS PC was that the GDS BA degree be feasible for students and that required courses be offered regularly. The GDS PC chair consulted with the department, school, or program heads of the courses that were previously included in the GDS BA or that the GDS PC proposed to add to the GDS degrees. Through the process of consultation, through emails and meetings, the GDS PC was able to establish the courses now included in the GDS degrees are offered regularly and are accessible to GDS students.
- The GDS PC went through the courses in the GDS degrees to ensure that there were no “hidden” prerequisites in the BA degree. The courses now included have fairly open prerequisites, or students can meet the prerequisites by taking other courses listed within the degree. For the limited number of courses with additional prerequisites, the GDS PC ensured that these courses appeared in baskets with other courses without additional prerequisites.
- A crucial task of the GDS PC was to revise the GDS curriculum in line with current best practices in global development studies by presenting students with critical and decolonial perspectives of

development. The proposed additional course, GDS 320 Decolonizing Aid and Development, fills a gap in the GDS course offerings to address critical and decolonial approaches to development at the upper level. GDS 204 contributes to the decolonization of development studies by focusing on African perspectives, theories, and scholars. Also, a basket of courses was created at the upper level with courses that focus on race, ethnicity, and Indigenous peoples.

- The proposal to discontinue GDS 270 and offer a new course, GDS 370 Fundamentals of Global Health and Development, reflects the complex and challenging nature of global health issues. Students will be better able to excel in an upper-division course about health and development, because they will build on their previous knowledge of development theory.

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

   - The GDS Program had 38 learning outcomes as of Fall 2022. These learning outcomes needed to be edited to comply with UFV policies.
   - As part of the GDS Program revision process, the GDS PC wrote five revised learning outcomes that now follow university guidelines and better summarize what makes the GDS Program distinct. The new learning outcomes built on previous work on curriculum mapping undertaken after the 2019 GDS Program review.
   - The following table lists the new GDS Program Learning Outcomes that the GDS PC proposes and how they correspond to the UFV Institutional Learning Outcomes.

Revised GDS Program Learning Outcome	**UFV Institutional Learning Outcomes**
Explain concepts and theories of global development and how they have been applied to problems of power, inequalities, oppression, and social injustice	1, 2, 4, 6, 9
Analyze the origins and interconnectedness of global development issues using diverse interdisciplinary approaches	1, 2, 3, 4, 6, 9
Engage in debates, dialogue, and action related to social justice and global development	1, 2, 3, 4, 5, 6, 8, 9
Apply self-reflexivity, inter-cultural and ethical understandings, and a critical lens to the practice of development	2, 4, 5, 6, 7, 8, 9
Demonstrate competence in analysis, research, communication, and other professional skills required for the global development sector	1, 2, 3, 4, 5, 6, 7, 8, 9
Notes: UFV ILOs—1. Demonstrate information competency; 2. Analyze critically and imaginatively; 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; 7. Engage in collaborative leadership; 8. Engage in respectful and professional practices; 9. Contribute regionally and globally	

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

- Indigenous Peoples often are rightfully wary of development projects because development has intimate connections to ongoing settler colonialism and to colonialism more broadly. A vital consideration for the GDS PC was how to revise the GDS program to reflect Indigenous perspectives on development. Many courses included in the GDS BA include significant discussions of Indigenous Peoples' experiences. Courses included in GDS also emphasize the importance of Indigenizing and decolonizing learning and knowledge creation.
- In addition, a basket of upper-division courses now focuses on Indigenous Peoples' perspectives, race, and ethnicity. In this basket, ANTH/SOC 388, IPK 386, PLAN 410, and POSC 321 are focused entirely on Indigenous Peoples' issues. Other courses also contain content relevant to Indigenous people. A second basket of upper-division courses focuses on issues of rights and justice, including environmental justice, and it also contains courses with a significant focus on Indigenous issues. In addition, both research methods courses, IPK 344 and POSC 300 include significant content about Indigenous worldviews and research methodologies.
- The revised GDS Program Learning Outcomes emphasize the importance of decolonial and critical approaches to development.

5. Will additional resources be required? If so, how will these costs be covered?
   - No additional resources are required to facilitate these revisions.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?
   - There are currently approximately 23 students in the GDS BA, 4 students in the GDS Extended Minor, and 10 students in the GDS Minor. The revisions should make all of these programs more accessible to students.
   - These revisions are designed to facilitate student engagement with GDS and student retention in 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?
   - The GDS BA remains a 120-credit degree, with 45 required upper-level credits total. The proposed revisions decrease the required lower-level core credits from 47 to 27-28 credits and increase the required upper-level core credits from 30-32 credits to 41-44 credits. The net core credit reduction provides GDS students with the opportunity to complete minors, extended minors, and certificates in addition to the GDS BA degree.
   - The GDS Extended Minor currently has 18 required lower-level credits and 16 required upper-level credits. It will drop to 15-16 required lower-level credits. The GDS Minor currently has 9 required lower-level credits and 16 required upper-level credits. It will not change in lower-level credits. The GDS Extended Minor and Minor will have 16 required upper-level credits (minimum).

- These changes will not change the number of courses offered currently within GDS, but they do include current GDS courses within the GDS BA, Extended Minor, and Minor to better serve GDS students.

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 revisions to the GDS program have gone through a thorough curriculum mapping, budget analysis and enrolment process under the guidance of the College of Arts Dean's office. All revisions have been made to provide easy access to courses, academic planning, and time to completion. No additional resources are required to facilitate these revisions.

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 number of required courses from other disciplines has changed. The following will discuss the GDS BA:

     - At the lower level, the revisions removed the BA science requirement and reasoning requirement from the GDS BA degree. The revisions also removed the statistics requirement (one of: STAT 104, STAT 106, PSYC 110), because many GDS students focus on qualitative and ethnographic research rather than quantitative methods. Students with interest in quantitative methods can take statistics classes as electives or complete an Applied Statistics Minor or Mathematics Minor (Statistics option). The revisions removed BUS 100, CMNS 180, and GEOG 252 in favour of different courses in these disciplines that are more relevant for GDS students. The revisions removed CMNS/MACS 212, SOC 255/ ANTH 255/ MACS 255, and CRIM 220 due to prerequisites limiting access to these courses. Students will also be asked to take one of ECON 100 or ECON 101 instead of both Economics courses. Overall impacts on these programs should be minimal, and their heads did not raise objections to the changes.

     - The GDS PC voted 6-1 to remove the requirement of four courses from the same Modern Language. The few GDS/IDS Programs in Canada that have had mandatory language requirements have been removing such requirements in order to be in line with best practice in the study and practice of global development. In an effort to decolonize the study and practice of development, GDS/IDS programs are actively recruiting international, IBPOC, and global South diaspora students with pre-existing language skills. The decolonized practice of development means that development actors from the global North contribute to global justice and development through advocacy and policy work from the global North, while partnering with global South organizations and activists; citizens of the global South take the lead to design and implement development activities in their own communities. While it is important to encourage monolingual English speakers to work towards fluency in another language by taking language minors in addition to the

GDS/IDS program, the current GDS sector requires development professionals to possess a range of skills (language being only one); and development professionals are required to collaborate with and travel to multiple countries and regions where numerous languages are spoken. In the context of UFV, the committee also considered the difficulty of fitting four Modern Language classes into a four-year GDS BA program that has a mandatory domestic or international practicum and that has been revised to incorporate more professional skills building courses and more GDS core courses, and the need to ensure equity and inclusion of students who have native languages not offered at UFV. As other GDS/IDS programs have done, the UFV GDS program will encourage mono-lingual students to take minors or certificates in Modern Languages rather than maintaining a mandatory language requirement. Overall impacts on MOLA will be minimal given the small number of GDS students.

- The GDS BA revisions removed the following upper-level courses due to prerequisites that limit their availability for GDS students: CMNS 445, CRIM 320, SOC/ANTH/MACS 355, and SOC/ANTH/MACS 356.
- Lower-level additions include: CMNS 175, ANTH 202, GEOG 253, and GEOG 260 as options.
- The revised GDS BA includes lower-level courses designed to help students acquire specific skills that are important within the development sector. These courses are ANTH 202, BUS 204, CMNS 251, and GEOG 253. GDS BA students will select one of these courses in order to develop specific skills, including ethnographic research, non-profit management, report writing, and using geographic information systems. These courses also are included as options in the GDS extended minor.
- Upper-level additions include: GEOG 364, ADED 340, ADED 420, ADED 446, ANTH/ENGL 367, ANTH/SOC 388, ANTH 368, CRIM 335, ECON 361, ECON 398, ENV 310, IPK 344, IPK 386, PLAN 410, POSC 321, POSC 324, POSC 325, POSC 300, POSC 330, POSC 360, POSC 368, SOC 346, SOC 352, SOC 348, SOCA 301 as options for students. SOWK 380 becomes an option for students, rather than a mandatory class, and CMNS 360 and CMNS 465 remain options for students.

- The GDS Minor and Extended Minor include the same courses as the GDS BA, with the exception of courses in the lower-level skills basket (only included in the GDS Extended Minor), upper-level research methods basket, and GDS 400 (not included in either minor degree).
- All departments, schools, and programs have been informed about the changes to the GDS BA. The chair of the GDS PC contacted and asked for feedback from the heads of the 16 departments, programs, or schools with courses that were previously included in the GDS degrees or that will be included in the revised GDS degrees. The addition of courses to the GDS BA, Extended Minor, and Minor degrees will have limited impact on the disciplines housing these courses in the short term, because of the small number of GDS students. If the GDS Program revisions help grow the GDS Program, the medium-range impact of adding these courses will still be fairly small, since they are options within the GDS degrees, but it should be positive for their home disciplines.
- See the attached memo from the dean of the College of Arts for further information.

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.

- See attached memo.

CWC comments and responses:

- This appears to be an abrupt change from mandating 12 modern language credits in the same modern language to forbidding any modern language credit within the program. There is no recommendation of changing the language requirement in the dean's summary in the latest program review. In fact, there is clear language in the updated practicum guidelines in the progress report, which describes how it is "obviously critical if the practicum is conducted in the language studied for the language requirement." (https://www.ufv.ca/media/assets/pdqa/program-reviews-progress-reports/Global-Development-Studies-Progress-Report.pdf)

  In the latest GDS minor/extended minor proposal (Jan 28, 2018 UEC proposal), the second language requirement was highlighted as a reason why our students have less limitations than those taking a comparable program at SFU. As recently as 2018, the GDS area highlighted the value of the second language requirement as an important characteristic of the program.

  The change in a language requirement was carefully considered before removing it from the GDS requirements. Comparable programs across North America have done the same or are in the process of doing the same. Special attention has been made to UFV's GDS program to reduce the number of required degree credits to enable students to pursue a minor in language. The Program Committee has learned that employers, if they require a second language, need language proficiency beyond four courses. The aim here is to encourage students, with the interest and ability, to take a language minor or proficiency certificate.

- The current program change memo indicates that GDS/IDS programs actively recruit students with pre-existing language skills and that monolingual English speakers are encouraged to take language studies in addition to the GDS program, and that this model is a trend in GDS/IDS programs. The recent response from MOLA included data showing that most programs have a language requirement, particularly for practicum. How strong is this trend of moving the language requirement out of the program, and how was this missed in the program review?

  Since the Program Review in 2019, program requirements have been thoroughly researched. Under the guidance of Dr. Jessica Price, as the acting GDS Program Committee chair, the language requirements were reviewed and voted on by the GDS Program Committee – each who -have expertise in the promising practices of GDS programming and research.

- Does this now mean that the program will have reduce practicum options for students who did not already speak a second language at the beginning of their studies?

  No, confirmation with UFV's international partners confirms there are ample placements for English speaking students. Students with an interest in a second language practicum will be supported in planning their degree to include a language minor or take one of the language proficiency certificates. In addition, multi-language speakers will be able to draw on their use of language to pursue unique practicum opportunities.

- The memo indicates that not all speakers of other languages, including Indigenous languages are able to get appropriately assessed for their prior knowledge. However, I do not see the logical connection from this concern to the decision to forbid the use of language credits including Indigenous language credits, towards the program. What considerations have been given to exploring PLAR for languages not offered at UFV, particularly for Indigenous languages?

  PLAR for language assessment remains a goal, however, currently there is not a reliable enough PLAR system in place to ensure equitable access for all students. As the GDS program grows and UFV establishes PLAR the program will remain open to including this. Additional PLAR opportunities would be beneficial to students pursuing a language minor or proficiency certificate and hopefully will become a goal for MOLA.

- Have you considered whether PLAR for existing multi-language speakers, particularly for Indigenous speakers, might be a way to attract more students with these qualities?

  This is a good idea – thank you. We are not sure that PLAR will be immediately helpful, but establishing practicums for multi-language speakers, particularly for Indigenous speakers of various languages could be beneficial for recruiting students and increasing the diversity of the student populations.

UNIVERSITY OF THE FRASER VALLEY
COLLEGE OF ARTS

December 19, 2022

Dear UEC members:

Please accept the below as confirmation that Jessica Price is acting as GDS Program Committee chair and is authorized to speak on behalf of the GSD Program Committee (GDS PC).

I also confirm that I am aware of the consultation that took place between GDS and MOLA, as detailed below, and consider it appropriate for the purpose of completing much-needed program changes in a timely fashion.

Sixteen different departments, programs, or schools were affected by the changes to the GDS program, due to the interdisciplinary nature of the GDS program. All were contacted by email by the chair of the GDS PC, with the first set of consultation emails sent on October 12. The GDS PC chair discussed all changes to the GDS program with the heads of affected departments, programs, and schools over email and through virtual and in person meetings in October with a few exchanges in November, as the GDS PC finalized work on the GDS degrees. Only MOLA objected to the consultation process.

The GDS PC chair contacted the head of MOLA by email on **October 12** to inform MOLA about the decision to remove the language requirement. A response from the head of MOLA was received on **October 14** that inappropriately targeted one member of the GDS PC. The chair forwarded the email to the GDS PC and informed the Dean's office.

Included in the MOLA email were the following questions. "How will this decision impact GDS program and course LO's? How can they justify studying global development without being bi- or multilingual? What does the GDS program review state regarding languages?" On Oct 21 the GDS PC discussed each question and incorporated the rationale for their decisions in their memo requesting program revisions. The GDS PC decided not to respond to the points raised about the individual faculty.

The GDS PC provided the overall rationale for removing the language requirement and commented on how the proposed revisions addressed the 2019 program review recommendations. They described how the proposed revisions will bring the program in line with best practices and remove a major barrier to student completion. The text from the GDS PC's memo to CACC best outlines the overall justification for removing the language requirement.

Dr. Sylvie Murray
Dean, College of Arts

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Bachelor of Arts in Global Development Studies degree

Global Development Studies (GDS) is an ~~broadly~~ interdisciplinary program designed to equip students with the ~~critical academic~~ knowledge, skills, and experience required to function effectively as development professionals in Canada or abroad, or to continue on to graduate or to other professional studies.

The program requires a minimum of 120 credits, including a minimum of 45 upper-level (300- or 400-level) credits.

...

Location

The majority of the courses in the program will be offered on the Abbotsford campus. All students are required to complete a practicum with an organization. Practicums can take place locally in Canada, remotely online, or abroad. ~~an off-campus internship, which may be in Canada or, preferably, overseas.~~

Program outline

Lower-level requirements

Course	Title	Credits
GDS 100/ GEOG 109	A World of Development	3
GDS 204	Development in Sub-Saharan Africa	3
GDS 260	Gender and Global Development	3
ECON 100	Principles of Microeconomics	3
or ECON 101	Principles of Macroeconomics	

POSC 230	Democracies and Authoritarian Regimes	3
or POSC 260	International Relations and Global Politics	
One of (see Note):		3
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	
ENGL 105	Academic Writing	
CMNS 175	Writing for the Internet	
Two of:		6
GDS 220/ ANTH 220	Anthropology of Globalization and Development	
GDS 250/ SOC 250	Sociology of Development — The Global South	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	
One of:		3-4
ANTH 202	Ethnographic Toolkit	
BUS 204	Management of Non-Profit Organizations	
CMNS 251	Professional Report Writing	
GEOG 253	Introduction to Geographic Information Systems	
~~GDS 100/ GEOG 109~~	~~A World of Development~~	~~3~~
~~GDS 220/ ANTH 220~~	~~Anthropology of Globalization and Development~~	~~3~~
~~GDS 250/ SOC 250~~	~~Sociology of Development — The Global South~~	~~3~~
~~ECON 100~~	~~Principles of Microeconomics~~	~~3~~
~~ECON 101~~	~~Principles of Macroeconomics~~	~~3~~
~~POSC 230~~	~~Comparative Politics~~	~~3~~

or POSC 260	International Relations and Global Politics	
BUS 100	Introduction to Business	3
or BUS 204	Management of Non-Profit Organizations	
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	3
or ENGL 105	Academic Writing	
One of:		3–4
STAT 104	Introductory Statistics	
STAT 106	Statistics I	
PSYC 110	Applied Statistical Analysis in Psychology	
One of:		3
CMNS 180	Introduction to Intercultural Communications	
CMNS 212/ MACS 212	Introduction to Media and Public Relations	
CMNS 251	Professional Report Writing (see Note 2)	
One of:		3–4
SOC 255/ ANTH 255/ MACS 255	Introduction to Social Research	
GEOG 252	Explanation in Geography: Quantitative Methods	
CRIM 220	Research Methods in Criminology	
Plus:		-
-	Four courses of one Modern Language (see Note 1)	12
Plus:	Reasoning requirement (see Note 2)	3–9

~~Plus:~~	~~BA science requirement (see Note 3)~~	~~4~~

~~Note 1: All 12 credits must be in one language. The language requirement may be waived for students who are able to demonstrate that they already possess at least intermediate competence in a language other than English; less than intermediate competence may yield a partial exemption.~~

Note: Students may also satisfy this requirement with an A or better in one of English Studies 12 or English First Peoples 12 or an A or better in one of ENGL 091 or ENGL 099

Upper-level requirements

Course	Title	Credits
GDS 340/ GEOG 340	Geographies of Poverty and Development	4
or GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
GDS 320	Decolonizing Aid and Development	3
or GDS 363/ SOC 363	Processes of Development and Underdevelopment: Latin America	
GDS 330	Humanitarianism and Complex Emergencies	4
or GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	3
ECON 398	Development Economics	3
GEOG 396/ GDS 310/ SOC 396	Canada Internship	6
or GEOG 398/ GDS 311/ SOC 398	International Internship	

One of:		3-4
ADED 420	Adult Education in the Global Context	
ANTH 367/ ENGL 367	Culture and Theory of Diaspora	
ANTH 388/ SOC 388	Global Indigeneity	
IPK 386	Indigenous Worldviews of Turtle Island	
PLAN 410	Indigenizing Planning – Indigenous Land Use and Community Planning	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	
One of:		3-4
ANTH 368/ SOC 368	Environment and Society	
CRIM 335	Justice and Human Rights	
ECON 361	Environmental Economics	
POSC 325	Social Movements & Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	
SOC 348	Social Movements	
IPK 344	Indigenous Research Methodologies	3-4
or POSC 300	Research Design and Methods	

One of:		3-4
ADED 340	Program Planning and Evaluation	
ADED 446	Community-based Adult Education Methods	
CMNS 360	Advocacy Writing	
CMNS 465	Grant and Proposal Writing	
ENV 310	Leadership in Environmental Professions	
SOC 352	Public Policy Analysis	
SOWK 380	Social Work and Community Development	
GDS 400	Global Development Seminar (see Note 2)	4
~~GDS 340/ GEOG 340~~	~~Geographies of Poverty and Development~~	~~4~~
~~SOC 363/ GDS 363/ ANTH 363/ LAS 363~~	~~Processes of Development and Underdevelopment: Latin America~~	~~4~~
~~ECON 398~~	~~Development Economics~~	~~3~~
~~SOWK 380~~	~~Social Work and Community Development~~	~~3~~
~~GEOG 396/GDS 310/SOC 396~~	~~Canada Internship~~	~~6~~
~~**or** GEOG 398/GDS 311/SOC 398~~	~~International Internship~~	
~~**One of:**~~		~~3–4~~
~~CMNS 360~~	~~Advocacy Writing (see Note 2)~~	
~~CMNS 465~~	~~Grant and Proposal Writing (formerly CMNS 365)~~	
~~CMNS 445~~	~~Facilitating Skills for the Workplace~~	
~~**One of:**~~		~~3–4~~

~~CRIM 320~~	~~Quantitative Research Techniques~~	
~~SOC 355/ ANTH 355/ MACS 355~~	~~Quantitative Research Methods~~	
~~SOC 356/ ANTH 356/ MACS 356~~	~~Qualitative Research Methods~~	
~~**Plus:**~~		-
~~GDS 400~~	~~Global Development Seminar (see Note 4)~~	~~4~~

~~Note 2: The reasoning requirement can be met by completing PHIL 100 or ARTS 100, or by completing CMNS 251 or CMNS 360 within the required GDS courses.~~

~~Note 3: Please see the **science requirements** on the Bachelor of Arts calendar page for more information on courses that meet this requirement.~~

~~Note 4: Students must complete GDS 310/GEOG 396/SOC 396 or GDS 311/GEOG 398/SOC 398 before they can enrol in GDS 400.~~

Note 2: Students must complete GDS 310/GEOG 396/SOC 396 or GDS 311/GEOG 398/SOC 398 before they can enroll in GDS 400.

Global Development Studies extended minor

Program outline

Lower-level requirements: ~~18~~ 15 credits minimum

~~Lower-level courses must be from at least **three** different disciplines.~~

Course	Title	Credits
Three of:		9
GDS 100/ GEOG 109	A World of Development	
GDS 204	Development in Sub-Saharan Africa	
GDS 220/ ANTH 220	Anthropology of Globalization and Development	
GDS 250/ SOC 250	Sociology of Development — The Global South	
GDS 260	Gender and Global Development	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	
Two of:		6-7
GDS 100/ GEOG 109	A World of Development	
GDS 204	Development in Sub-Saharan Africa	
GDS 220/ ANTH 220	Anthropology of Globalization and Development	
GDS 250/ SOC 250	Sociology of Development — The Global South	
GDS 260	Gender and Global Development	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	

ANTH 202	Ethnographic Toolkit	-
BUS 204	Management of Non-Profit Organizations	
CMNS 251	Professional Report Writing	
ECON 100	Principles of Microeconomics	
ECON 101	Principles of Macroeconomics	
GEOG 253	Introduction to Geographic Information Systems	
POSC 230	Democracies and Authoritarian Regimes	
POSC 260	International Relations and Global Politics	
~~GDS 100/ GEOG 109~~	~~A World of Development~~	~~3~~
~~**or** GDS 250/SOC 250~~	~~Sociology of Development — The Global South~~	~~-~~
~~**Five of:**~~		~~15~~
~~ECON 100~~	~~Principles of Microeconomics~~	~~-~~
~~ECON 101~~	~~Principles of Macroeconomics~~	~~-~~
~~GDS 100/ GEOG 109~~	~~A World of Development~~	~~-~~
~~GDS 220/ ANTH 220~~	~~Anthropology of Globalization and Development~~	~~-~~
~~GDS 250/ SOC 250~~	~~Sociology of Development — The Global South~~	~~-~~
~~GEOG 240~~	~~World Regional Geography~~	~~-~~
~~LAS 200/SOC 200~~	~~Social Issues in Latin America~~	~~-~~
~~Modern Language (up to two courses)~~	~~No more than two courses in a Modern Language, both of which must be in the same language~~	
~~POSC 230~~	~~Comparative Politics~~	
~~POSC 260~~	~~International Relations and Global Politics~~	
~~BUS 100~~	~~Introduction to Business (see Note)~~	

~~BUS 204~~	~~Management of Non-Profit Organizations (see Note)~~	
~~CMNS 180~~	~~Introduction to Intercultural Communications (see Note)~~	
~~CRIM 220~~	~~Research Methods in Criminology (see Note)~~	
~~GEOG 252~~	~~Explanation in Geography: Quantitative Methods (see Note)~~	
~~SOC 255/ ANTH 255/ MACS 255~~	~~Introduction to Social Research (see Note)~~	-

~~Note: Students may take no more than one of BUS 100, BUS 204, CMNS 180, CRIM 220, GEOG 252, or SOC 255/ANTH 255/MACS 255.~~

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

Upper-level requirements: 16 credits minimum

~~Upper-level courses must be from at least **three** different disciplines.~~

Course	Title	Credits
Three of:		10-11
GDS 320	Decolonizing Aid and Development	
GDS 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	
One of:		3-4
GDS 320	Decolonizing Aid and Development	
GDS 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	

GDS 370	Fundamentals of Global Health and Development	-
GDS 340 /GEOG 340	Geographies of Poverty and Development	-
GDS 363 /SOC 363	Processes of Development and Underdevelopment: Latin America	-
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	-
One of:		3-6
GDS 320	Decolonizing Aid and Development	
GDS 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	
GDS 340 /GEOG 340	Geographies of Poverty and Development	
GDS 363 /SOC 363	Processes of Development and Underdevelopment: Latin America	
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
GDS 310/ GEOG 396/ SOC 396	Canada Internship	
GDS 311/ GEOG 398/ SOC 398	International Internship	
ADED 420	Adult Education in the Global Context	
ANTH 367 /ENGL 367	Culture and Theory of Diaspora	
ANTH 388 /SOC 388	Global Indigeneity	
ANTH 368	Environment and Society	
CRIM 335	Justice and Human Rights	

ECON 361	Environmental Economics	
ECON 398	Development Economics	
IPK 386	Indigenous Worldviews of Turtle Island	
PLAN 410	Indigenizing Planning – Indigenous Land Use and Community Planning	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
POSC 325	Social Movements & Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	
SOC 348	Social Movements	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	
~~**16 credits from:** (must include at least two of GDS 340/GEOG 340, SOC 363/GDS 363/ANTH 363/LAS 363, ECON 398, and POSC 360)~~		~~16~~
~~GDS 340/ GEOG 340~~	~~Geographies of Poverty and Development~~	~~-~~
~~SOC 363/GDS 363/ANTH 363/LAS 363~~	~~Processes of Development and Underdevelopment: Latin America~~	~~-~~
~~ECON 398~~	~~Development Economics~~	~~-~~
~~POSC 360~~	~~The United Nations and International Organizations~~	~~-~~
~~GDS 400~~	~~Global Development Seminar (see Note 1)~~	~~-~~
~~GDS 483~~	~~Directed Studies in Global Development~~	

~~GEOG 364~~	~~International Planning and Development Policy: Adapting to Climate Change~~	
~~GEOG 466/GD 466~~	~~Community Planning and Development: International Studio~~	
~~POSC 365~~	~~War, Terrorism, and Global Security~~	-
~~POSC 368~~	~~Global Issues and Canadian Foreign Policy~~	-
~~SOC 463/ANTH 463/LAS 463~~	~~Special Topics in Development Studies (discontinued)~~	-
~~SOWK 380~~	~~Social Work and Community Development~~	-
~~CMNS 360~~	~~Advocacy Writing (see Note 2)~~	
~~CMNS 445~~	~~Facilitating Skills for the Workplace (see Note 2)~~	
~~CMNS 465~~	~~Grant and Proposal Writing (formerly CMNS 365) (see Note 2)~~	
~~GEOG 396/GDS 310/SOC 396~~	~~Canada Internship (see Note 3)~~	
~~GEOG 398/GDS 311/SOC 398~~	~~International Internship (see Note 3)~~	

~~Note 1: Students must complete GDS 310 or GDS 311 before they can register in GDS 400.~~

~~Note 2: Students may take no more than one of CMNS 360, 445, or 465.~~

~~Note 3: Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398.~~

Note 2: Students may not use the same course to meet more than one requirement. Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398

Global Development Studies minor

The Global Development Studies minor can be applied to a number of degree programs. This section specifies the minor requirements only. Please refer to the appropriate Bachelor degree for information on additional requirements.

~~The 25-credit~~ This minor can be completed in approximately four years, on a full-time basis, when coupled with another major, extended minor, or minor in the Bachelor of Arts or Bachelor of Science. If combined with another degree, completion time may exceed four years. Students are encouraged to consult an Academic Advisor early to ensure timely completion.

Program outline

Lower-level requirements: 9 credits

~~Lower-level courses must be from at least **three** different disciplines.~~

Course	Title	Credits
Three of:		9
GDS 100/ GEOG 109	A World of Development	
GDS 204	Development in Sub-Saharan Africa	
GDS 220/ ANTH 220	Anthropology of Globalization and Development	
GDS 250/ SOC 250	Sociology of Development — The Global South	
GDS 260	Gender and Global Development	
GEOG 260	Global Goals Studio: Sustainable Communities by Design	
~~GDS 100/ GEOG 109~~	~~A World of Development~~	~~3~~
~~**or** GDS 250/SOC 250~~	~~Sociology of Development — The Global South~~	

~~**Two of:**~~		~~6~~
~~ECON 100~~	~~Principles of Microeconomics~~	~~-~~
~~ECON 101~~	~~Principles of Macroeconomics~~	~~-~~
~~GDS 100/ GEOG 109~~	~~A World of Development~~	~~-~~
~~GDS 220/ ANTH 220~~	~~Anthropology of Globalization and Development~~	~~-~~
~~GDS 250/SOC 250~~	~~Sociology of Development — The Global South~~	~~-~~
~~GEOG 240~~	~~World Regional Geography~~	~~-~~
~~LAS 200/SOC 200~~	~~Social Issues in Latin America~~	~~-~~
~~Modern Language~~	~~No more than one course in a Modern Language~~	
~~POSC 230~~	~~Comparative Politics~~	
~~POSC 260~~	~~International Relations and Global Politics~~	

Upper-level requirements: 16 credits minimum

~~Upper-level courses must be from at least **three** different disciplines.~~

Course	Title	Credits
Three of:		10-11
GDS 320	Decolonizing Aid and Development	
GDS 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	
One of:		3-4
GDS 320	Decolonizing Aid and Development	

GDS 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	
GDS 340 /GEOG 340	Geographies of Poverty and Development	
GDS 363 /SOC 363	Processes of Development and Underdevelopment: Latin America	
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
One of:		3-6
GDS 320	Decolonizing Aid and Development	
GDS 330	Humanitarianism and Complex Emergencies	
GDS 332	Refugees, Displacement, and Development	
GDS 370	Fundamentals of Global Health and Development	
GDS 340 /GEOG 340	Geographies of Poverty and Development	
GDS 363 /SOC 363	Processes of Development and Underdevelopment: Latin America	
GEOG 364	International Planning and Development Policy: Adapting to Climate Change	
GDS 310/ GEOG 396/ SOC 396	Canada Internship	
GDS 311/ GEOG 398/ SOC 398	International Internship	
ADED 420	Adult Education in the Global Context	
ANTH 367 /ENGL 367	Culture and Theory of Diaspora	
ANTH 388 /SOC 388	Global Indigeneity	

ANTH 368	Environment and Society	
CRIM 335	Justice and Human Rights	
ECON 361	Environmental Economics	
ECON 398	Development Economics	
IPK 386	Indigenous Worldviews of Turtle Island	
PLAN 410	Indigenizing Planning – Indigenous Land Use and Community Planning	
POSC 321	Global Issues in Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
POSC 325	Social Movements & Advocacy Groups	
POSC 330	Politics of Human Rights	
POSC 360	The United Nations and International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
SOC 346	Environmental Justice	
SOC 348	Social Movements	
SOCA 301	Race, Place, and Space: Creative Tools for Navigating Turbulent Times	
~~**16 credits from:** (must include at least two of GDS 340/GEOG 340, SOC 363/GDS 363/ANTH 363/LAS 363, ECON 398, and POSC 360)~~		~~16~~
~~ECON 398~~	~~Development Economics~~	~~-~~
~~GDS 340/ GEOG 340~~	~~Geographies of Poverty and Development~~	~~-~~
~~GDS 363/SOC 363/ANTH 363/LAS 363~~	~~Processes of Development and Underdevelopment: Latin America~~	~~-~~
~~GDS 400~~	~~Global Development Seminar (see Note 1)~~	~~-~~

~~GDS 483~~	~~Directed Studies in Global Development~~	
~~GEOG 364~~	~~International Planning and Development Policy: Adapting to Climate Change~~	
~~GEOG 466/GD 466~~	~~Community Planning and Development: International Studio~~	
~~POSC 360~~	~~The United Nations and International Organizations~~	-
~~POSC 365~~	~~War, Terrorism, and Global Security~~	-
~~POSC 368~~	~~Global Issues and Canadian Foreign Policy~~	-
~~SOC 463/ANTH 463/LAS 463~~	~~Special Topics in Development Studies (discontinued)~~	-
~~SOWK 380~~	~~Social Work and Community Development~~	-
~~CMNS 360~~	~~Advocacy Writing (see Note 2)~~	
~~CMNS 445~~	~~Facilitating Skills for the Workplace (see Note 2)~~	
~~CMNS 465~~	~~Grant and Proposal Writing (formerly CMNS 365) (see Note 2)~~	
~~GEOG 396/GDS 310/SOC 396~~	~~Canada Internship (see Note 3)~~	
~~GEOG 398/GDS 311/SOC 398~~	~~International Internship (see Note 3)~~	

~~Note 1: Students must complete GDS 310 or GDS 311 before they can register in GDS 400.~~

~~Note 2: Students may take no more than one of CMNS 360, 445, or 465.~~

~~Note 3: Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398.~~

Note: Students may not use the same course to meet more than one requirement. Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398

Memo for Program Changes

To: CACC

From: Alan Cameron, Head, Modern Languages Institute

Date: October 25, 2022

Subject: Program change (Minor in Spanish Language and Culture)

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: clarification of program requirements

Rationale for change(s): We are restructuring the Spanish Minor for several reasons. First, to apply the same standards and maintain consistency with the French Minor. Doing this will ensure fairness and parity among students of these two Minors offered by the same department. Also, most students interested in pursuing a Spanish Minor may already have a basic Spanish proficiency level through Grade 11 and 12 Spanish courses. In this case, including introductory courses as a requirement may be redundant and reduce students' interest in enrolling in the Spanish Minor. Instead, students can focus on strengthening their Spanish language skills at the intermediate and advanced level courses and on more Spanish language and culture Spanish content courses that build upon their existing language skills and knowledge. We have also eliminated some courses that have not been offered for the last five years, and finally, we reduced the Lower-level requirement from 15-18 credits to just 12-15.

Minor in Spanish Language and Culture (30-37 credits)

- Students who arrive at UFV with no knowledge of Spanish will need to complete Spanish 101 and 102 to qualify for the Minor.
- Students entering UFV with no previous knowledge of Spanish or longer than two years since completing Spanish 11 will need to take SPAN 101.
- Students with Spanish 11, SPAN 101 or equivalent, instructor's permission, or assessment of the department will need to complete SPAN 102.

- For students with Spanish 12, SPAN 102 or equivalent, instructor's permission, or assessment of the department SPAN 201.
- Students with SPAN 201 or higher can challenge courses for which they already have competencies.

Lower-level requirements (12-15 credits) consisting of

1) Lower-level requirements in Spanish Language: (12-15 credits)
- Spanish 201 and 202 (6 credits)
- **One** of Spanish 220, 230, 280 and 281 (3-6 credits)

and

2) Lower-level requirements in Spanish culture (3 credits)
One course chosen from LAS 161/HIST 161, LAS 162/HIST 162 or LAS 200/SOC 200.

Upper-level requirements (18-22 credits) consisting of

1) Upper-level requirements in Spanish Language: (18-22 credits)
- Spanish 301 and 302 (8 credits)
- Two of Spanish 320, 330, 340, and 493 (7-8 credits)
- One of Spanish 350, 380, and 381 (3-6 credits)

Recommendation: Students are encouraged to take an upper-level LAS course as an elective to further reinforce their knowledge of Latin-American culture.

2. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Outcomes have not changed.
3. What consideration has been given to indigenizing the curriculum?

   The program focuses on the Spanish language and culture, but we place considerable focus on Indigenous issues, particularly in Latin America. We promote a student-centred approach where we integrate indigenous perspectives and knowledge into the teaching and learning of the Spanish language and culture. Some initiatives include:

   a. Learning about various Indigenous groups in Latin America and comparing them with those in Canada. For example, histories and cultural practices alongside studying the Spanish language and cultures.

   b. Collaborating with indigenous communities to ensure that their perspectives are represented and integrated. For example, inviting indigenous guest speakers or collaborating with Indigenous groups or organizations that work with Indigenous people.

   c. Incorporating decolonial pedagogies to create a more inclusive learning environment, for example, using experiential and collaborative learning approaches.

d. Reflecting on power dynamics, for example, examining and reflecting on the historical and cultural contexts of how the Spanish language and colonialism have impacted indigenous communities.

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

   Both regular faculty members will be teaching all the courses in the Minor, so no new additional resources should be required.

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

   We hope that increased clarity and ease of navigation of the program will raise its profile and student awareness of the Minor.

6. 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?

   No change.

7. Identify any available resources that will be used to accommodate the program changes. (E.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

   We hope to use resources to use to publicize and market the Minor.

8. 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.

   Because several of the courses from the original program had not been offered for some time, we eliminated some of them and added some new courses, which will provide the students with more choices. Dean Murray has worked with us closely on this initiative and has assured us that the Spanish Minor will not cause any budgetary problems as long as enrollments are strong.

9. 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.

Spanish Language and Culture minor

The Spanish Language and Culture minor can be applied to a number of degree programs. This section specifies the minor requirements only. Please refer to the appropriate Bachelor degree for information on additional requirements.

This minor offers students the opportunity to acquire the language, cultural skills, and intercultural competence needed to interact appropriately within diverse social and cultural contexts in the Spanish-speaking world and enables students to use Spanish in their academic and career plans. Designed to be international and interdisciplinary, the program draws on courses from Latin American Studies, Global Development Studies, and other programs where Spanish is a valuable skill. The program includes opportunities for experiential learning through study abroad, and practicum courses that allow students to gain international experience and become global citizens.

Students graduating with a Spanish Language and Culture minor will have attained a CEFR C Level, Proficient User designation, an international standard of language ability established by the Council of Europe.

In addition to the requirements for their degree program, students declaring a minor in Spanish Language and Culture will be required to complete the following courses.

Students who arrive at UFV with no previous knowledge of Spanish will need to complete Spanish 101 and 102 to qualify for the Minor.

For students entering UFV with no previous knowledge of Spanish, or longer than two years since completing Spanish 11:

Course	Title	Credits
SPAN 101	Spanish Language I	3

For students with Spanish 11, SPAN 101 or equivalent, instructor's permission, or assessment of the department:

Course	Title	Credits
SPAN 102	Spanish Language II	3

For students with Spanish 12, SPAN 102 or equivalent, instructor's permission, or assessment of the department:

Course	Title	Credits
SPAN 201	Intermediate Spanish I	3

Students with SPAN 201 or higher can challenge courses for which they already have competencies.

Lower-level requirements: 125-15-18 credits

Course	Title	Credits
~~SPAN 101~~	~~Spanish Language I~~	~~3~~
~~SPAN 102~~	~~Spanish Language II~~	~~3~~
SPAN 201	Intermediate Spanish I ~~(see Note)~~	3
SPAN 202	Intermediate Spanish II (see Note)	3
One~~One~~ of:		~~3-3~~6-6
SPAN 220	Comparative Grammar of English and Spanish	3
SPAN 230	Spanish Language and Culture for Business	3

SPAN 280	Intermediate Spanish Practicum I	3
SPAN 281	Intermediate Spanish Practicum II	6
One of:		3
~~LAS 100~~	~~Images of Latin America~~	-
LAS 161/ HIST 161	Aztecs, Mayas, and Spaniards	
LAS 162/ HIST 162	Soccer and Song in Latin America	
LAS 200/ SOC 200	Social Issues in Latin America	
~~LAS 206/ ANTH 206/ MACS 206/ SOC 206~~	~~The Politics of Art in Latin America~~	-
~~GDS 220/ ANTH 220~~	~~Anthropology of Globalization and Development~~	-
~~GEOG 233K~~	~~Geography of a Selected Region: Mexico Study Tour~~	-
~~SOC 250/ GDS 250~~	~~Sociology of Development – The Global South~~	-

~~Note: A minimum grade of C+ in SPAN 201 and SPAN 202 is required.~~

Upper-level requirements: 18-22~~20~~ credits

Five upper-level courses are required, including SPAN 301 and SPAN 302. The remaining three must come from the ~~two~~ upper-level course lists below.~~; students are required to complete at least one course from each list.~~

Course	Title	Credits
SPAN 301	Advanced Spanish I – Oral Communication	4

SPAN 302	Advanced Spanish II – Composition	4
~~At least one of~~Two of:		7-8~~3-6~~
SPAN 320	Special Topics in Spanish Language	4~~-~~
SPAN 330	Special Topics in Hispanic Culture	~~-~~4
SPAN 340	Spanish Translation	4~~-~~
SPAN 493	Directed Studies in Spanish	~~3-~~
One of:		3-6
SPAN 350	Spanish Immersion	
SPAN 380	Advanced Spanish Practicum I	
SPAN 381	Advanced Spanish Practicum II	
~~SPAN 493~~	~~Directed Studies in Spanish~~	~~3-~~
~~**At least one of:**~~		~~3-6~~
~~LAS 310/ ANTH 310/ SOC 310~~	~~Special Topics: Regional Studies in Latin America~~	~~-~~
~~LAS 312~~	~~Special Topics: Latin American Cultural Topics~~	~~-~~
~~LAS 357/ HIST 357~~	~~From the Big Stick to the CIA: The Troubled History of Inter-American Relations~~	~~-~~
~~LAS 358/ HIST 358~~	~~African Slavery in the Americas~~	~~-~~
~~LAS 359/ HIST 359~~	~~Problems in Latin American Regional History~~	~~-~~
~~LAS 363/ ANTH 363/ GDS 363/ SOC 363~~	~~Processes of Development and Underdevelopment: Latin America~~	~~-~~
~~LAS 442/ SOC 442~~	~~Religion in Latin America~~	~~-~~

~~LAS 457/ HIST 457~~	~~Sexuality and Gender in Latin America~~	-
~~LAS 458/ HIST 458~~	~~History of Indigenous Peoples in Latin America~~	-
~~LAS 459/ HIST 459~~	~~Topics in Political and Social History of Latin America~~	-
~~LAS 460/ HIST 460~~	~~State Terror, Human Rights, and the Politics of Memory in Latin America~~	-
~~LAS 498~~	~~Directed Readings in Latin American Studies~~	-
~~GDS 311/ GEOG 398/ SOC 398~~	~~International Internship (if in a Spanish-speaking country)~~	-
~~GEOG 433A~~	~~Advanced Geography of a Selected Region: South America~~	-
~~GEOG 433K~~	~~Advanced Geography of a Selected Region: Mexico and Central America~~	-
~~POSC 481K~~	~~Special Topics in Comparative Politics: Latin American Politics~~	-

~~Note: Special topics courses related to Spanish language and culture are sometimes offered by different disciplines across the university, such as LAS 388/ANTH 388/SOC 388 (Minority Indigenous Peoples of the World) and LAS 463/ANTH 463/SOC 463 (Special Topics in Development Studies; discontinued). Students should seek approval from the Spanish program chair to use such courses to meet the requirements for the minor.~~

Recommendation: Students are encouraged to take an upper-level LAS course as an elective to further reinforce their knowledge of Latin-American culture.-

Memo for New Course: HIST 116

To: Amanda Grimson, UEC Assistant; Linda Pardy, CACC Chair; Sylvie Murray, Dean of Arts

From: Geoffrey Spurling, Chair, History Dept. Curriculum Committee, and Eiji Okawa, HIST 116 course designer

Date: November 8, 2022

Subject: Proposal for new course: HIST 116, Modern East Asia: From 1600 to Recent Times

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

1. Rationale for new course, including how this course fits into the program(s):

   The course expands the department's offerings on East Asian history. Covering the modern era, it offers an accessible survey of a region that is largely overlooked in the public education system yet plays important economic, cultural, and political roles in today's interconnected world. It complements the existing survey of premodern East Asia (HIST 115)

   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):

   Program learning outcomes (History)

   - study the past and understand the present: with lectures and readings on historical themes and their effects on the present, and with assignments including essays and exams that will allow students to express their understanding
   - Gain in-demand skills, including critical thinking, analysis, writing, and communication skills: with analytical essays, classroom discussion, and presentation
   - Be introduced to Arts-based methodology: with texts and lectures that introduce scholarly methods for analysing historical sources
   - Learn about the diversity of perspectives on the past: by utilizing sources that speak to different aspects of the past (politics, culture, economy, philosophy) and scholarship with varying disciplinary orientations (political history, social history, cultural history)
   - Enhance your understanding in other disciplines: by introducing students to themes and ideas that have relevance beyond the region covered in the course
   - Enhance their understanding of other cultures: by studying stories, ideas, events, and social forces that have shaped East Asian history

   ILOs

- Demonstrate Information Competency (1): with assignments such as essays and discussion that ask students to organize and analyze information conveyed in textual or visual sources. Information from a variety of historical and academic sources will be presented to students, who in turn assess and harness them in producing their assignments. Final exam will also provide an opportunity for students to demonstrate their ability to gather, recall, and present information.
- Analyze critically and imaginatively (2): Essays and discussion will ask students to examine specific sources carefully, unpacking arguments and ideas and formulating their own thoughts on them. Materials will be analyzed together in class, harnessing student views and considering together various ways of looking at issues.
- Communicate Effectively (5): Students will have ample opportunities to present their views and be encouraged to communicate their thoughts clearly and effectively with assignment instructions. Those assignments include oral presentation, online discussion, and essays, each with specific instructions for communicating their thoughts effectively. Students will receive feedback that is appreciative of their efforts and provide suggestions for delivering their content more clearly or fully. In the classroom, we will discuss together various points and observations raised by students, clarifying meanings to develop and articulate debatable ideas.
- Contribute Regionally and Globally (10): The course enables students to develop an informed understanding of a region that has strong economic and social connections to BC while also playing important roles in the global community. Canadians and migrants of East Asian descents are crucial members of our society. With the knowledge acquired in this course, students could take part in local and global initiatives and projects with a nuanced appreciation for the historical backgrounds and culture of the region.

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?

   no

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

   no

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).

Content wise, the course includes an exploration of the experiences and positions of the Indigenous peoples in East Asia, in Japan, Taiwan or other countries. Topics discussed include Indigenous culture and identities, structural relations with state apparatuses, and contemporary movements by Indigenous groups.

In delivering the learning experience, the course will prioritize the principles of reciprocity valued in some Indigenous pedagogy.[1] It refers to the instructor learning from the students, or students playing crucial roles in shaping the learning experience of the entire class. To that end, students in this class will have the opportunity to offer a mini lesson on a manageable historical source with their presentation, but additionally they will be encouraged on a regular basis to take part in an organic conversation in the classroom where their views and comments will be actively harnessed to enrich and reconstitute the classroom experience. The basic premise is that their views – be they nebulously conceived or compellingly articulated - merit a serious and careful consideration in order to expand and diversify perspectives and understanding beyond what is presented by the instructor.

Dovetailing with the emphasis placed on stories in Indigenous studies, the course utilizes narrative sources to foster rich and humanizing understanding of a society apart from our own. Stories would be complemented with more normative academic (historiographical) literature.

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

   Socially, the utmost goal of the course is to create an inclusive and caring community where all students are respected for who they are, feel safe and belong, and shine in their own distinctive ways. This goal will be expressly discussed with students early in the term. Course expectations will be outlined to promote this goal. The class community will uphold an inclusive pronoun statement.

   In the classroom, small-group activities will be utilized to enable each student to take an active role in shaping their learning. Discussion questions will be open-ended, allowing students to respond in their own ways.

   For students who may hesitate to speak in front of class, an online asynchronous discussion forum will allow them to actively contribute and do so on their own schedule.

   There will be a low-stake written assignment early in the term (one of the short essays), which will provide the instructor with the opportunity to provide personalized feedback and set goals for their future assignments, based on the strengths and ability of each student.

   As a survey of modern Asian history, the course provides an opportunity for students to explore positions, experiences, and expressions from a historical world that is culturally and geographically distant from our own. Yet the region and its peoples have had and continue to

[1] Marcella LaFever, "Switching from Bloom to the Medicine Wheel: Creating Learning Outcomes that Support Indigenous Ways of Knowing in Post-Secondary Education," *Intercultural Education*, 27/5 (2016), https://doi-org.proxy.ufv.ca:2443/10.1080/14675986.2016.1240496

have strong ties to Canadian society. The content will be designed to foster a nuanced perspective and understanding of the cultural and historical diversities of our interconnected world.

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:

   $40, on textbook.

   ** A suitable Open Source text could not be found.*

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	NEW COURSE BUDGET APPROVAL: HIST 116, HISTORY, COLLEGE OF ARTS
Date:	JANUARY 18, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new course HIST116 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: May 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: HIST 116	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Modern East Asia: From 1600 to Recent Times **Course Short Title:** Modern East Asia From 1600	
Faculty: Faculty of Humanities	**Department (or program if no department):** History

Calendar Description:

Examines the histories of East Asia in the modern era with a focus on China, Korea, and Japan from the 1600s to contemporary times. Themes explored include early modernity, colonialism, nationalism, and modern culture, as well as major historical events that shaped the region.

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
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: **No**

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

Department approval	**Date of meeting:**	November 18, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2023

Learning Outcomes

Upon successful completion of the course, students should be able to:

1. Identify the patterns of historical developments in China, Korea, and Japan in the modern era.
2. Discuss the historical experiences of Indigenous peoples in East Asia.
3. Analyze primary texts to discuss the values, forces, and structures that influenced historical experiences in modern East Asia.
4. Analyze key themes and ideas that inform the academic accounts of modern East Asian history.
5. Utilize macro-historical and micro-historical views for understanding historical conditions and dynamics.
6. Synthesize the contents of multiple sources to develop an argument.
7. Employ historical records and evidence to substantiate and support a historical argument.
8. Articulate in writing and speech an understanding about the past that goes beyond recounting information or facts.

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

Assignments:	75%	%	%
Final exam:	25%	%	%

Details:

Typical assignments:

- Participation: 10% (participation grade based on the weekly assessment of students' active contributions to in-class discussions, demonstrating their critical and creative engagement with the course content)
- Presentation: 10%
- Online discussion: 15%
- Short essays (3 in total: 10%, 15%, 15%): 40%

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.)*

Typical class activity consists of lecture followed by student presentation and discussion.

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	Charles Holcombe	A History of East Asia: From the Origins of Civilization to the Twenty-First Century	2017
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Introduction to modern East Asia
- Early modernity in East Asia
- Pressures from the West
- Political transformation in Meiji Japan
- Republican revolution in China
- Modern culture in the early 20th century
- The Japanese Empire
- War and aftermaths in the mid-20th century
- Communist revolution in China
- Korea during the Cold War
- Politics and economy in the '70s and '80s
- Indigenous Peoples and their experiences
- Politics and nationalism today

UFV Transfer Credit Request Form

Course(s): **HIST 116 Modern East Asia: 1600 to Recent Times**

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	☐	☐
ASM	Acsenda School of Management	☐	☐
AU	Athabasca University	☐	☐
BCIT	BC Institute of Technology	☐	☐
CAMO	Camosun College	☐	☐
CAPU	Capilano University	☐	☒
CCC	Corpus Christi College	☐	☐
CMTN	Coast Mountain College	☐	☐
CNC	College of New Caledonia	☐	☐
COTR	College of the Rockies	☐	☐
COLU	Columbia College	☐	☐
COQU	Coquitlam College	☐	☐
DOUG	Douglas College	☐	☒
EC	Emily Carr University of Art & Design	☐	☐
FDU	Fairleigh Dickinson University	☐	☐
FIC	Fraser International College	☐	☐
JIBC	Justice Institute of BC	☐	☐
KPU	Kwantlen Polytechnic University	☐	☒
LANG	Langara College	☐	☒
LCV	LaSalle College Vancouver	☐	☐
NVIT	Nicola Valley Institute of Technology	☐	☐
NIC	North Island College	☐	☒
NLC	Northern Lights College	☐	☒
OC	Okanagan College	☐	☒
QU	Quest University	☐	☐
SELK	Selkirk College	☐	☐
SFU	Simon Fraser University	☐	☒
TRU	Thompson Rivers University	☐	☒
TWU	Trinity Western University	☐	☐
UBCO	University of British Columbia – Okanagan	☐	☒
UBCV	University of British Columbia – Vancouver	☐	☒
UCW	University Canada West	☐	☐
UNBC	University of Northern BC	☐	☒
UVIC	University of Victoria	☐	☒
VCC	Vancouver Community College	☐	☐
VIU	Vancouver Island University	☐	☒
YVU	Yorkville University	☐	☐

Visit https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see www.bccat.ca/pubs/resources/HowToArticulate2018.pdf.

Memo for Program Changes

To: Linda Pardy, CACC Chair; Sylvie Murray, Dean of Arts; Amanda Grimson, UEC Assistant

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair; Adrianna Bakos, History Dept. Chair

Date: January 5, 2023

Subject: Addition of new course to the History major and Extended minor programs

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): New faculty Eiji Okawa is diversifying the program with a new course on East Asian history. HIST 116 Modern East Asia: From 1600 to Recent Times, offers an introductory survey of a region that is largely overlooked in the public education system yet plays important economic, cultural, and political roles in today's interconnected world. It complements the existing survey of premodern East Asia (HIST 115).
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes will not be substantially changed.
4. What consideration has been given to Indigenizing the curriculum? The Indigenous representations in the program will be expanded with the new course exploring the historical identities and experiences of the Indigenous communities in Japan and Taiwan. Pedagogically, the course draws on Indigenous ways of knowing by prioritizing local stories and narratives. It examines the impacts of colonial and modernizing forces on traditional customs and ways of being. It enables students to assess how non-Western communities responded to and navigated the pressures of colonialism and how colonial legacies and experiences continue to affect their lives today.
5. Will additional resources be required? If so, how will these costs be covered? No additional resources are required.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The only impacts will be an increased number of course options.
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? No change.

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.) Scheduling of the courses in the program will be adjusted accordingly.
9. Is the number of required or elective courses from other disciplines in the program changing? No. 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. No budgetary implications anticipated – see memo from the Dean of Arts

MEMO

To:	Linda Pardy
From:	Sylvie Murrey
Cc:	Tara Kaszonyi, Mark Fischer
Subject:	Program Changes Budget Approval: HISTORY MAJOR, MINOR, & EXTENDED MINOR, HISTORY, COLLEGE OF ARTS
Date:	JANUARY 18, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the History Major, 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

History major

Lower-level requirements: 18 credits

Three 100- or 200-level credits in each of the following three breadth areas:

Course	Title	Credits
One of:		3
HIST 101	Canada Before Confederation	
HIST 102	Canada: 1867 to the Present	
HIST 103	Stó:lō History	
HIST 205	British Columbia: Pre-Contact to the Present	
HIST 221	The History of Quebec: Beginnings to Present Day	
HIST 241	History of the United States to 1865	
HIST 242	History of the United States since 1865	
One of:		3
HIST 119	Ancient Greece and Rome	
HIST 120	Europe 500–1600: Saints and Sinners in the Medieval World	
HIST 121	Europe 1600–1850: Kings, Philosophers, and Revolutionaries	
HIST 122	Europe Since 1850: Imperialism, Total War, and the Question of Unity	
HIST 211	England from 1066–1688: An Emerging Nation-State (formerly HIST 109)	

HIST 212	A History of Britain, 1688–1990: Great Power Status and Beyond (formerly HIST 110)	
HIST 213	Mennonite Experience: Origins to 1780s (discontinued)	
One of:		3
HIST 115	Traditional East Asian Civilizations	
HIST 116	Modern East Asia: From 1600 to Recent Times	
HIST 161/LAS 161	Aztecs, Mayas, and Spaniards	
HIST 162/LAS 162	Soccer and Song in Latin America	
HIST 235	Modern China: From Opium Wars to Beijing Olympics	
HIST 236	Modern Japan: Samurai, Pearl Harbour, and Anime	
HIST 264	History of India: Akbar to Independence	
HIST 265	India and the Indo-Pacific World	
Plus:		
	An additional nine lower-level HIST credits	9

History extended minor

Lower-level requirements: 18 credits

Three 100- or 200-level credits in each of the following three breadth areas:

Course	Title	Credits
One of:		3
HIST 101	Canada Before Confederation	
HIST 102	Canada: 1867 to the Present	
HIST 103	Stó:lō History	
HIST 205	British Columbia: Pre-Contact to the Present	
HIST 221	The History of Quebec: Beginnings to Present Day	
HIST 241	History of the United States to 1865	
HIST 242	History of the United States since 1865	
One of:		3
HIST 119	Ancient Greece and Rome	
HIST 120	Europe 500–1600: Saints and Sinners in the Medieval World	
HIST 121	Europe 1600–1850: Kings, Philosophers, and Revolutionaries	
HIST 122	Europe Since 1850: Imperialism, Total War, and the Question of Unity	
HIST 211	England from 1066–1688: An Emerging Nation-State (formerly HIST 109)	

HIST 212	A History of Britain, 1688–1990: Great Power Status and Beyond (formerly HIST 110)	
HIST 213	Mennonite Experience: Origins to 1780s (discontinued)	
One of:		3
HIST 115	Traditional East Asian Civilizations	
HIST 116	Modern East Asia: From 1600 to Recent Times	
HIST 161/LAS 161	Aztecs, Mayas, and Spaniards	
HIST 162/LAS 162	Soccer and Song in Latin America	
HIST 235	Modern China: From Opium Wars to Beijing Olympics	
HIST 236	Modern Japan: Samurai, Pearl Harbour, and Anime	
HIST 264	History of India: Akbar to Independence	
HIST 265	India and the Indo-Pacific World	
Plus:		
	An additional nine lower-level HIST credits	9

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date:

Subject: Proposal for revision of MEDA 100: Introduction to Media Arts

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 (minor clarification)
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes (minor clarification)
   - ☒ Delivery methods and/or texts and resource materials (methods added, texts updated)
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   Updates to learning outcomes and course content as part of six-year review. Curriculum has been updated to reflect current industry practices and the nature of digital media production.

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)?

   Programs included in SOCA curriculum committee (Visual Arts, Art History, Theatre, Creative Writing, MACS, CMNS, Film).

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).

- Discuss how Indigenous peoples can employ digital media forms to represent their communities, cultures, stories, and experiences.

The work of Indigenous media artists and contemporary works in Indigenous media (film, animation, games) are covered in course content. Students are encouraged to explore historical contexts and representation while developing a respect for Indigenous voices, perspectives, and experiences. The above learning objective aims to explore how Indigenous digital art can be a powerful tool for Indigenous artists to express their cultural identities and experiences, and to share their perspectives and stories with a wider audience. Indigenous digital art can also be a useful method of preserving and revitalizing Indigenous languages and cultural practices.

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

   The course aims to be inclusive, and free of any systemic barriers and biases enabling all students to have equal opportunity to access and benefit from the course. Furthermore, a diversity of perspectives and lived experiences is fundamental to enriching the collaborative experience of the students.

   - Discuss how digital media can be a powerful tool for historically marginalized groups to share their experiences and perspectives with a wider audience.

   The above learning objective aims to explore how digital media can amplify the voices, and experiences of underrepresented, or historically marginalized groups. This will include discussions or activities that draw from examples of digital media which explore the diversity of the world we live in, and reflect the experiences and perspectives of people from a wide range of backgrounds.

   Examples:

   (http://dmitriwilliams.com/wp-content/uploads/2020/06/VirtualCensusFinal.pdf, https://youtu.be/3XA0bB79oGc, https://www.youtube.com/watch?v=nbkBjZKBLHQ&t=185s,)

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.

   One or more field trips may be required, if so, students will require transportation.

   This course requires access to a computer lab. If this course is offered online, it will require students have access to a computer that is capable of running the adobe creative suite, and similar digital media software.

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

   $0-$100

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2018
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: MEDA 100	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Media Arts **Course Short Title:** Introduction to Media Arts	
Faculty: Faculty of Humanities	**Department (or program if no department):** Media Arts

Calendar Description:

Students explore a variety of areas of digital media arts and learn about careers, practices, opportunities, challenges, and modes of thinking in the field of Media Arts. Field trips to visit creative industries in the Lower Mainland and Fraser Valley 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	15
Tutorials/workshops	15
Experiential (field trip)	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 semester**

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:**	January 20, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 characteristics of major forms of digital media production (e.g. screen based media, interactive media, extended reality, digital performance).
2. Explain production processes for various types of digital media (e.g. roles, production pipelines, distribution).
3. Analyze forms of digital media (film, animation).
4. Apply media arts theories to creative assignments.
5. Describe features of a successful portfolio for careers in digital media.
6. Describe how interdisciplinary creative collaboration influences Media Arts fields.
7. Discuss how digital media can be a powerful tool for historically marginalized groups to share their experiences and perspectives with a wider audience.
8. Discuss how Indigenous peoples can employ digital media forms to represent their communities, cultures, stories, and experiences.

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

Assignments:	100%	%	%
		%	%

Details:

Assignments will include:

- Review of a contemporary example of digital media (e.g. animation, film, game) (20%)
- Group presentation on a field of practice in the creative industry (15%)
- Short creative projects/exercises in filmmaking, 3D animation, and game design (combined 50%)
- Class engagement and in-class activities (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	Okun, J Zwerman S	The VES Handbook of Visual Effects	2020
2.	Online resource	Unreal Learn	Free tutorials & documentation	2022
3.	Textbook	Catmull, E	Creativity Inc.: Overcoming the Unseen Forces That Stand in the Way of True Inspiration; Random House	2014
4.	Online resource	Youtube channel	Maya Learning Channel	2022
5.				

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

Computer (or ready access to a computer) capable of running Adobe Creative Suite. Students must have a computer, ideally a well-equipped laptop. For advice on current computer and software needs, consult with the instructor.

Course Content and Topics

Screen-based Entertainment Arts

- Introduction to Media Arts
- History of animation classical to 3D
- Visual Effects
- Film studies, including examples of Indigenous film
- Film production
- Production pipelines, roles, and portfolio expectation
- Technology
- Concept art

Interactive Media

- Game design and development, including examples of Indigenous video games
- Realtime interactive technology
- Extended reality (eg. VR, AR, MR)
- User experience design
- Immersive digital entertainment
- Human computer interaction

Digital Design
- Extended reality
- Architectural, and Product previsualization
- User experience design
- Artificial intelligence in art & design

Digital Performance
- Telematic theatre/performance
- Immersive performance
- Uses of digital media in live performance/"traditional" theatre

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: November 18 2022

Subject: Proposal for revision of MEDA 260: Exploring Creativity

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 (mostly clarification)
   - ☐ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes (mostly clarification)
   - ☒ Delivery methods and/or texts and resource materials (methods added)
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   Learning outcomes and course content have been updated to reflect current practices.

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)?

Programs included in SOCA curriculum committee (Visual Arts, Art History, Theatre, Creative Writing, MACS, CMNS, Film).

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).

Indigenous pedagogy is woven into the teaching methods. For example, critiques and student presentations are modelled on talking circles and reciprocity.

Where applicable, the work of Indigenous artists working in media arts will be covered, as well as content in contemporary works of media (film, animation, games). Students are encouraged to explore theoretical, historical contexts, while developing a respect for cultural perspectives such as Indigenous worldviews.

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

   The course aims to be inclusive, and free of any systemic barriers and biases enabling all students to have equal opportunity to access and benefit from the course. Furthermore, a diversity of perspectives and lived experiences is fundamental to enriching the collaborative experience of the students.

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:

   $0

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2018
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2029
Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MEDA 260	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Exploring Creativity **Course Short Title:** Exploring Creativity	
Faculty: Faculty of Humanities	**Department (or program if no department):** Media Arts

Calendar Description:

Students learn strategies and techniques for developing creative ideas and working effectively as part of a creative team. Students generate ideas both individually and collectively; engage in a creative process that includes planning, experimentation, and revision; and analyze and critique creative work constructively to refine creative artifacts, concepts, and ideas.

Prerequisites (or NONE):	15 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:

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	15
Tutorials/workshops	30
Supervised labroratory hours (computer lab)	0
Total hours	**45**

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**

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: **No**

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

Department approval	**Date of meeting:**	January 20, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 to activate their creativity and imagination.
2. Consider practical and theoretical applications for creativity in both academic and professional environments.
3. Experiment with process, application, and delivery of creative concepts and ideas.
4. Demonstrate self-reflexive awareness of their own creative process and choices.
5. Use analysis and critique constructively to refine creative work.
6. Critically engage with diverse approaches to creativity, including Indigenous creative methodologies.
7. Collaborate on a creative artifact that includes planning, experimentation and revision.

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

Assignments:	75%	Project:	25%	Quizzes/tests:	%
	%		%		%

Details:

Assignments include creative exercises, short written assignments, group assignments, responses to guest speakers/artists, and presentations.

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	Michalko, M.	Thinkertoys: A Handbook of Creative Thinking Techniques.	2006
2.	Textbook	Michalko, M.	Creative Thinkering: Putting Your Imagination to Work.	2011
3.	Textbook	Von Oech, R.	A Whack to the Side of the Head: How You Can Be More Creative.	2008
4.				
5.				

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

Computer (or ready access to a computer) capable of running Adobe Creative Cloud.

Course Content and Topics

- Unlocking your creativity
- Exploring makers (highlighting IBPOC creative practitioners)
- Theory and practice
- Inside or outside the box?
- Giving and receiving feedback
- Groups and teams
- Resilience
- Presentations

UFV Transfer Credit Request Form

Course(s): MEDA 100 and 260

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	☐	☐
ASM	Acsenda School of Management	☐	☐
AU	Athabasca University	☐	☐
BCIT	BC Institute of Technology	☐	x
CAMO	Camosun College	☐	☐
CAPU	Capilano University	☐	x
CCC	Corpus Christi College	☐	☐
CMTN	Coast Mountain College	☐	☐
CNC	College of New Caledonia	☐	☐
COTR	College of the Rockies	☐	☐
COLU	Columbia College	☐	☐
COQU	Coquitlam College	☐	☐
DOUG	Douglas College	☐	☐
EC	Emily Carr University of Art & Design	☐	x
FDU	Fairleigh Dickinson University	☐	☐
FIC	Fraser International College	☐	☐
JIBC	Justice Institute of BC	☐	☐
KPU	Kwantlen Polytechnic University	☐	x
LANG	Langara College	☐	x
LCV	LaSalle College Vancouver	☐	x
NVIT	Nicola Valley Institute of Technology	☐	☐
NIC	North Island College	☐	☐
NLC	Northern Lights College	☐	☐
OC	Okanagan College	☐	☐
QU	Quest University	☐	☐
SELK	Selkirk College	☐	☐
SFU	Simon Fraser University	☐	x
TRU	Thompson Rivers University	☐	x
TWU	Trinity Western University	☐	x
UBCO	University of British Columbia – Okanagan	☐	x
UBCV	University of British Columbia – Vancouver	☐	x
UCW	University Canada West	☐	☐
UNBC	University of Northern BC	☐	☐
UVIC	University of Victoria	☐	☐
VCC	Vancouver Community College	☐	☐
VIU	Vancouver Island University	☐	☐
YVU	Yorkville University	☐	☐

Visit https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see www.bccat.ca/pubs/resources/HowToArticulate2018.pdf.

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: November 18 2022

Subject: Proposal for revision of MEDA 350: Critical Studies in Digital Media

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 title was updated to reflect the course's focus on the global landscape in addition to Canada, and to focus on critical ideas which apply to many different contexts of digital media. The learning outcomes were changed to shift the focus away from not just the "how" of digital media, but to the "why" of how the modern digital media production and reception operate, and could operate differently in the future.

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):

   1. "Explain major theoretical perspectives and methodologies relevant to the production and reception of digital media" meets ILOs 1, 2, 3, and 4, and PLOs 1, 3, and 6
   2. "Analyze how competing ideas of nationalism and economic priorities shape how cultural industries operate" meets ILOs 2, 4, and 9, and PLO 1
   3. "Explain Canadian legal frameworks governing regulation of the Internet, intellectual property, labour practices, and decolonizing media policy" meets ILOs 2 and 9, and PLO 8
   4. "Compare Canadian policies to other nations' policies" meets ILOs 4 and 9, and PLO 8

5. "Apply theoretical concepts to the analysis of digital media productions" meets ILOS 3, 4, and 6, and PLOs 1, 3. 6, and 8

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? Programs included in SOCA curriculum committee (Visual Arts, Art History, Theatre, Creative Writing, MACS, CMNS, Film).
6. 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 contributes in two ways. First, the assessment of the course moves away from an examination based model and evaluates on students actively responding to the course by demonstrating learning through student's preferred way of expression – writing, recording audio or video, visual communication, or a mix of all of them.

   The second is the course has been retitled to just "Critical Studies in Digital Media". It no longer assumes that the traditional settler colonial view of "Canada" is the default. The course places more emphasis on questioning the efforts of the Canadian to build a national culture and exploring alternatives of what decolonial media and media industries could look like. Examples of Indigenous created media in Canada, such as online television stations, podcasts, language learning apps, and video game creation are used throughout the course.

   There is increased attention to the TRC Calls to Action point 84, exploring how policy can enable more equitable access for Indigenous people in the Canada's media industries. It also contributes to meeting point 86 and providing education on Indigenous rights and crown relations in the media realm.

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

   Discussing how media industries within Canada have, and have not, supported marginalized communities is now part of the course learning outcomes. Throughout the course we question who hold the powers in media industries, consider how that biases media output, and think about how to create more equitable pathways into digital media industries. Moving away from a textbook to selected articles and chapters allows for the readings to reflect a diversity of perspectives and experiences.

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.

NA

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

$0

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2018
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: MEDA 350	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Critical Studies in Digital Media **Course Short Title:** Critical Studies Digital Media	
Faculty: Faculty of Humanities	**Department (or program if no department):** Media Arts

Calendar Description:

Students learn about current critical, legal, ethical, social, and cultural factors impacting digital media industry practitioners. Students use critical theories and methodologies, including feminist, Indigenous, political, economic, and post-colonial, to explore the production and reception of digital media in Canadian and global contexts. Digital media covered include social media, short-form online video, podcasts, video games, and web 3.0 platforms.

Prerequisites (or NONE):	MACS 130 or MACS 110.
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: **MACS 350**

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
Student directed learning:	15
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: **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: **No**

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

Department approval	**Date of meeting:**	January 20, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 theoretical perspectives and methodologies relevant to the production and reception of digital media.
2. Analyze how competing ideas of nationalism and economic priorities shape how cultural industries operate.
3. Explain Canadian legal frameworks governing regulation of the Internet, intellectual property, labour practices, and decolonizing media policy.
4. Outline Indigenous media rights, access, and productions in Canada, in response to the TRC's Calls to Action.
5. Compare Canadian policies to other nations' policies.
6. Apply theoretical concepts to the analysis of digital media productions.
7. Outline ethical questions related to digital media industries.

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

Reflective assignment:	20%	Major paper proposal:	10%	Presentation	10%
Project:	25%	Major paper	35%		%

Details:

Both project and presentation utilize multimedia ways of sharing knowledge, such as a short video, podcast, or zine.

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	Armstrong, Robert.	Broadcasting Policy in Canada, Second Edition	2016
2.	Article	Jeannotte, M. Sharon	"Digital Platforms and Analogue Policies: Governance Issues in Canadian Cultural Policy"	2022
3.	Article	Winscek, Dwayne	"Reconstructing the Political Economy of Communication for the Digital Media Age"	2016
4.	Textbook	Brady, Miranda J., and Kelly, John M. H.	We Interrupt This Program: Indigenous Media Tactics in Canadian Culture	2017

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

No extraordinary supplies or materials required. Articles will be provided online, including the TRC's Calls to Action.

Course Content and Topics

- Canadian legal frameworks and issues of jurisdiction over communication
- Overview history of top-down Canadian cultural nationalism and decolonial critiques of Canadian nationalism.
- Political economy of digital industries in Canada and the work for content and platform creators in digital industries
- National and global legal and regulatory issues emerging from the adoption of interactive digital media
- Affect, post-structural, and semiotic theories in the context of digital media production and reception
- Critical theories of disability, gender, Indigeneity, race, and sexuality in the context of digital media production and reception
- Case studies in digital media drawn from current examples
- Cultural production in the context of TRC Calls to Action

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: November 18 2022

Subject: Proposal for revision of MEDA 360: Professional Practices for Creative Digital Industries

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 (minor clarification)
   - ☒ Prerequisites and/or co-requisites
   - ☐ Frequency of course offering
   - ☒ Learning outcomes (mostly clarification)
   - ☒ Delivery methods and/or texts and resource materials (methods added, texts updated)
   - ☐ PLAR options, grading system, and/or evaluation methods
   - ☐ Discontinuation of course
   - ☐ Other – Please specify:

2. Rationale for change:

   Minor updates to learning outcomes and course content to reflect how the course has been taught since it was introduced. Increased focus on portfolio development to reflect expectations specific to particular digital media industries. Outcomes specific to self-employment have been removed, although students planning for self-employment can still focus on this as part of their assignments and activities. Prerequisites are changed to reflect that students entering the BMA as part the VFS transfer may not yet have ENGL or CMNS credits.

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)?

Programs included in SOCA curriculum committee (Visual Arts, Art History, Theatre, Creative Writing, MACS, CMNS, Film).

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).

- Discuss Indigenizing the workplace and how to support and promote Indigenous voices and experiences.

  The learning objective above aims to create opportunities for students to engage with these concepts in a meaningful way and reflect upon how they will contribute to indigenization as they enter the workforce. Discussion topics could include:

  - Supporting Indigenous-led initiatives and organizations, promoting Indigenous artists and creators, and advocating for Indigenous rights and issues.
  - Educating themselves about Indigenous history, cultures, and experiences, and by being open to learning from and listening to Indigenous perspectives.
  - Participating in truth and reconciliation efforts and supporting Indigenous survivors of residential schools.
  - Advocating for Indigenous representation in decision-making and leadership roles.
  - Supporting Indigenous-led research and initiatives that address the unique challenges and opportunities facing Indigenous communities.

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

   - Discuss how workplace practices and policy contribute to equity, diversity, and inclusion.

   The learning objective above aims to provide opportunities for students to consider how they positively contribute to EDI principles as they enter the workplace.

   This may include discussions and activities that explore:

   - Equity, diversity, and inclusion in the workplace.
   - Bias, privilege, and intersectionality.
   - Policies and practices that promote equality and non-discrimination.
   - Incorporating diverse perspectives, voices, and experiences into the workplace.
   - Creating a more inclusive and productive work environment.

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 requires access to a computer lab.

If this course is offered online, it will require students have access to a computer that is capable of running the adobe creative suite, and similar digital media software.

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

   $0

CWC comment and response:

- Are the hours correct, given that the focus of the calendar description is on independent research? Will students be spending 60 hours in a combination of lectures/seminars and tutorials/workshops?
  Yes, the hours are correct.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2018
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 2029
Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: MEDA 360	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Professional Practices for Creative Digital Industries **Course Short Title:** Prof Practice Digital Industry	
Faculty: Faculty of Humanities	**Department (or program if no department):** Media Arts

Calendar Description:

Students undertake independent research to identify the particular skills needed in the media arts industries, plan a professional portfolio to demonstrate their skills to potential employers, manage media arts projects, and conduct themselves professionally in creative digital occupations.

Prerequisites (or NONE):	45 university-level credits including MEDA 260.
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	15
Total hours	**60**

Labs to be scheduled independently 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**

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: **No**

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

Department approval	**Date of meeting:**	January 20, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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. Research career and professional self-development pathways, including the skills required for a specific career path.
2. Analyze occupation-specific portfolio requirements for employment.
3. Discuss how workplace practices and policy contribute to equity, diversity, and inclusion.
4. Discuss ways to support Indigenization in the workplace and how to support and promote Indigenous voices and experiences.
5. Plan a professional portfolio that demonstrates skills required by potential employers.
6. Develop a professional network both online and in person.
7. Pitch a concept or project to a potential stakeholder, including costing and timelines.
8. Demonstrate professional interpersonal skills related to assertiveness, teamwork, and conflict resolution.

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

Assignments:	40%	Project:	30%	Portfolio:	30%
	%		%		%

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.		.		
2.				
3.				
4.				
5.				

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

Computer (or ready access to a computer) capable of running Adobe Creative Cloud.

Course Content and Topics

Independent Professional Self-Development
- Identifying personal knowledge gaps
- Self-directed learning strategies
- Developing learning objects
- Utilizing professional development resources
- Self-assessment of a professional portfolio

Industry Research
- Identifying trends and developments within the industry
- Identifying the skills required to be successful in a specific occupation
- Conceptualizing an occupation-applicable portfolio
- Critical evaluation of digital media
- Studio, production, and project structures

Professional Practices
- Interview skills
- Resumes and cover letters
- Professional networking
- Personal branding
- Remote work, and digital presence
- Collaborative practices
- Effective communication
- Persuasive presentations

Memo for New Course

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: January 6, 2023

Subject: Proposal for new course MEDA 403

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): MEDA 403 is replacing MEDA 401 and MEDA 402 and will be offered as an A/B course. Because MEDA 401 and 402 build toward a large, group capstone project, it causes major disruptions if students do not take MEDA 401 and MEDA 402 in sequence in the same academic year. This change is to ensure that students must take both parts of the capstone sequentially.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course Learning Outcome	**PLO**	**ILO**
Critically evaluate their role as content creators and understand the social impact of their work.	1,3	1,2,3
Discuss how to incorporate Indigenous perspectives, voices, and experiences into digital media platforms and content.	1,3,4	2,4,5,8
Identify production roles and how they are interconnected within an integrated project.	3,5,6	1,2,
Develop a coordinated production plan for a major media arts project.	3,5,6,7	1,2,3
Develop appropriate preproduction assets to inform a media arts production.	2,5,7	1,2,3
Collaborate with peers to complete an advanced capstone project.	2,3,7	3,6,7,
Develop networks of other content creators to collaborate on projects.	3,5,6	7
Communicate with a high level of proficiency in both visual and text media.	3,5,6,9	5,7
Use independent research skills in relation to career and professional self-development.	2,6	1,2,4,6

Communicate the goals, rationale, significance, and development processes of the media arts project.	1,3,4,5,9	2,5

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? NA
4. Which program areas have been consulted about the course? Programs included in SOCA curriculum committee (Visual Arts, Art History, Theatre, Creative Writing, MACS, CMNS, Film).
5. If a new discipline designation is required, explain why: NA
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).

Indigenous pedagogy is woven into the teaching methods. For example, critiques and student presentations are modeled on talking circles and reciprocity. The learning objective: “Discuss how to incorporate Indigenous perspectives, voices, and experiences into digital media platforms and content, in response to the TRC’s Call’s To Action and UNDRIP.” This can involve creating spaces and platforms specifically for Indigenous people to share their stories, promoting Indigenous creators and artists, and incorporating Indigenous languages and cultural practices into digital media. Indigenization is an important step in creating a more inclusive and diverse digital landscape, and in giving Indigenous people a greater presence and control over the representation of their communities and cultures. Note that due to the complexity of incorporating Indigenous perspectives ethically and appropriately, students are only assessed on their engagement in discussions of incorporation.

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

   The course aims to be inclusive, and free of any systemic barriers and biases enabling all students to have equal opportunity to access and benefit from the course.

   A diversity of perspectives and lived experiences are fundamental to enriching the collaborative experience of the students. This can involve incorporating a range of texts, authors, and perspectives, and ensuring that the curriculum reflects the diversity of the student body. It could also involve facilitating discussions on topics such as bias, privilege, and intersectionality, and providing opportunities for students to engage with these concepts in a meaningful way.

   We recognize that changing this course to an A/B model may pose challenges if a student was unable to complete part B for serious reasons outside of their control. The School Director and

the BMA Advisor would develop an individualized completion plan that allows students to complete their program without financial or other negative impacts.

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 requires access to a computer lab. Credit value (8) described above in question 1.
9. Estimate of the typical costs for this course, including textbooks and other materials: $0.

CWC comment and response:

- Is it the intention that MEDA 401 and 402 should be discontinued at the same time?
  MEDA 401 and MEDA 402 will be discontinued after MEDA 403 is officially approved.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: MEDA 403	**Number of Credits:** 6 Course credit policy (105)
Course Full Title: Media Arts Integrated Project **Course Short Title:** Media Arts Integrated Project	
Faculty: Faculty of Humanities	**Department (or program if no department):** Media Arts

Calendar Description:

Students will apply their skills, in teams, to a collaborative creative project. After consulting with a faculty advisor, students will develop a detailed project proposal, then advance the project through preproduction, research, and development, production/implementation, and public presentation.

Note: This course is offered as MEDA 403A and MEDA 403B. Students must take both in the same academic year to receive credit.
Note: Students with credit for MEDA 401 and/or MEDA 402 cannot take this course for further credit.

Prerequisites (or NONE):	90 university-level credits including MEDA 350 and MEDA 360.
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): **MEDA 401, MEDA 402**

(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
Student directed learning	70
Total hours	**90**

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 cannot be awarded for this course because:

This is a process course where a group of students, through ongoing consultation with faculty, design and develop a creative project proposal and implement their plan.

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:**	January 20, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 evaluate their role as content creators, including the social impact of their work.
2. Discuss how to incorporate Indigenous perspectives, voices, and experiences into digital media platforms and content, in response to the TRC's Call's To Action and UNDRIP.
3. Implement a coordinated production plan for a major media arts project.
4. Produce appropriate preproduction assets to inform a media arts production.
5. Collaborate productively and effectively in a creative team.
6. Establish networks of other content creators to collaborate on projects.
7. Communicate with a high level of proficiency in both visual and text media.
8. Employ independent research skills in relation to career and professional self-development.
9. Communicate the goals, rationale, significance, and development processes of the media arts project.

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

Assignments: 60%	Project: 40%	

Details:

Assignments:

- Group participation and scheduled meetings with faculty advisor: 10%
- Progress reports: 10%
- Presentations: 20%
- Research review (comprehensive resources): 10%
- Project proposal: 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.)*

Team assignments, presentations, field work, lectures, and seminars.

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.			
2.			
3.			
4.			

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

Students must have a computer, ideally a well-equipped laptop. For advice on current computer and software needs, consult with the instructor.

Course Content and Topics

The course content will vary according to the project and needs of student groups. It will be determined in consultation with the faculty advisor. It may include the following:

Project Conceptualization

- Developing a project proposal, and pitch
- Considerations of stakeholders and collaborators, including Indigenous communities
- Project timelines, roles, and associated considerations
- Production processes, and typical procedures

Creative Research

- Conceptualization
- Identifying knowledge gaps
- Professional development
- Concept art, storyboards and look books
- Technical research and development
- Animatics, rough cuts, and prototypes
- Design development, and documentation

Asset Development
- Identifying production requirements
- Developing production assets
- Coordinating production
- Developing project pipelines
- Technical testing, and prototyping

Project Production
- Production coordination
- Media ethics and law
- Production roles
- Asset development and integration
- Research and development
- Testing and prototyping

Documentary
- Documenting the production process
- Video essay structure
- Team member interviews
- B-roll footage

Public Presentation, may include:
- In person event presentation
- Online exhibition
- Gallery exhibition
- Portfolio showcase
- Distribution

Memo for Program Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: January 6, 2023

Subject: Program change Bachelor of Media Arts

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): MEDA 401 and MEDA 402 are being replaced by MEDA 403, which will be offered as an A/B course.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: NA
4. What consideration has been given to Indigenizing the curriculum? See course memo for MEDA 403
5. Will additional resources be required? If so, how will these costs be covered? No
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? See course memo for MEDA 403. No change in enrolment expected.
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? No.
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.) NA
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. NA

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.

Bachelor of Media Arts degree

Program outline

Upper-level requirements: 17 ~~9~~ credits

Course	Title	Credits
MEDA 350	Critical Studies in Digital Media in Canada (formerly MACS 350)	4
MEDA 360	Professional Practices for Creative Digital Industries	4
MEDA 403~~1~~	Media Arts Integrated Project ~~I~~	6~~8~~4
~~MEDA 402~~	~~Media Arts Integrated Project II~~	~~4~~
SOCA 401	Critical Theory for Creative Arts	3

Memo for new course, PACS 201

To: Dr. Linda Pardy and College of Arts Curriculum Committee Members

From: Dr. Jacqueline Nolte, Peace and Conflict Studies, School of Social Justice and Global Stewardship

Date: November 2022

Subject: Proposal for new course PACS 201

1. Rationale:
   - PACS requires a course that focuses on dialogue skills
   - PACS 201 will be a required course in the PACS Major and Minor, offered as a choice of two
   - The School of Social Justice and Global Stewardship believe this course will be useful as an elective for their students.
   - All students who take this course as an elective will be equipped with skills that will enable dialogue as a means toward civic engagement. These skills are central to the education of Arts students.
   - The course will be offered annually

2. The learning outcomes of the program(s) and contribution to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course Learning Outcomes	Institutional Learning Outcomes
Identify the purpose, significance, and benefits of civil engagement	Use knowledge and skills proficiently
Interrupt intersecting oppressions through realizing one's power as an agent of change	Analyze critically and imaginatively Initiate inquiries and develop solutions to problems
Implement equity-based protocols for practicing and facilitating dialogue	Engage in respectful and professional practices
Apply nonviolent communication strategies to mediate conflict	Communicate effectively Initiate inquiries and develop solutions to problems Engage in respectful and professional practices
Facilitate techniques to foster respectful and inclusive dialogue	Engage in respectful and professional practices Use knowledge and skills proficiently
Develop empathetic listening skills, including in circle sharing and storytelling	Communicate effectively

Engage in self-reflective and -evaluation practices through the dialogue process	Pursue self-motivated and self-reflective learning

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   - While PACS 201 will be required as a choice in the PACS Major and Minor, it will be also considered as a course for GDS students. The course is also designed to be part of an Associate Certificate Dialogue for Social Change that is in process of being developed.
4. Which program areas have been consulted?
   - GDS Program, Indigenous Studies Program, Migration and Citizenship
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).
   - PACS 201 draws on the work of Indigenous scholarship to understand how storytelling in Indigenous knowledge frameworks works to engage different audiences in sharing experiences, knowledge, and lessons. Circle sharing and reflection in circles contributes to students learning from one another and building skills through the duration of this reflective process. Written assignments are centred on students drawing from their own backgrounds and knowledge systems.
6. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   - The central purpose of this course is to promote equity and inclusion and to build respect for diversity. All facilitated dialogues are centred on diverse experiences, including those of Indigenous people, LGBTQ2S+ people, people of different colour, ability, and age.
   - Students are led through social identity exercises that allow them to recognize their own privileges and oppressions and to support co-learners whose experiences might be of marginalization. Students leave this course with an expanded understanding of their own positionality. They will be able to facilitate conversation about difficult topics between people who hold distinct and, at times, differing views on controversial subjects.
   - There are no exams in the course, and students will work on assignments accompanied by circle reflections that facilitate collaborative learning and peer review.
   - The readings are available in the library and will be available in Blackboard. The readings are readable using a screen reader, and students will read texts accessible to students in 100 level classes.

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.
   - There are no special considerations for this class.
8. Estimate of the typical costs for this course, including textbooks and other materials:
   - Approximately $50 for textbooks and materials but students can reduce this by finding the texts in the library, one of which has still to be ordered (*Intergroup Dialogue: Engaging difference, social identities and social justice*) but in the interim an alternative text has been referenced that is available as an ebook .

MEMO

To:	LINDA PARDY
From:	SYLVIE MURREY
Cc:	TARA KASZONYI, MARK FISCHER
Subject:	NEW COURSE BUDGET APPROVAL: PACS 201, 202 & 300, PEACE AND CONFLICT STUDIES, SCHOOL OF SOCIAL JUSTICE AND GLOBAL STEWARDSHIP, COLLEGE OF ARTS
Date:	JANUARY 13, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new courses PACS 201, 202 and 300 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)**:** March 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: PACS 201	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Equity-Based Dialogue and Engagement **Course Short Title:** Equity-Based Dialogue & Engage	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Peace and Conflict Studies

Calendar Description:

Examines the role of equity in dialogue and engagement. Students will learn effective civic engagement strategies to talk about difficult subjects and to communicate collective strategies to address challenges. The course focuses on understanding the experiences of others and facilitating respectful exchange between people with differing opinions and beliefs, with goals of communicating across difference and transforming adversarial relationships.

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	20
Tutorials/workshops	20
Experiential (cultural/elder learning or participation)	5
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)**:**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

this course is specific to UFV's BA requirements and services and therefore must be completed here.

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 28, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 purpose, significance, and benefits of civil engagement.
2. Demonstrate the effective use of language and strategies to interrupt intersecting oppressions.
3. Implement equity-based protocols for practicing and facilitating dialogue.
4. Apply nonviolent communication strategies to mediate conflict.
5. Facilitate techniques to foster respectful and inclusive dialogue.
6. Develop empathetic listening skills, including in circle sharing and storytelling.
7. Engage in self-reflective and -evaluation practices through the dialogue process.

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

Project:	25%	Holistic assessment:	50%	Assignments:	25%
	%				%

Details:

Holistic assessments may include:

- collaborative dialogue practice sessions
- case studies
- self-reflective writing
- circle work sharing
- scenarios, role play, and simulations
- self-evaluation methods

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.)*

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	Marshall B. Rosenberg	*Nonviolent Communication. A Language of Life* Puddledancer Press	2015
2.	Textbook	Lisa Schirch. 2007	*The Little Book of Dialogue for Difficult Subjects: A Practical Hands-on Guide*. Good Books	2007
3.	Textbook	J. Christensen, C. Cox and L. Szabo-Jones (Eds.)	*Activating the Heart. Story Telling, Knowledge Sharing and Relationship.* Wilfred Laurier Press.	2018
4.	To be ordered for library	X. Zuniga, G. Lopez and K. Ford (eds)	*Intergroup Dialogue: Engaging difference, social identities, and social justice*. Routledge	2015
5.	Online resource	Patricia Gurin, Biren (Ratnesh) A. Nagda and Ximena Zuniga	*Dialogue across difference: practice, theory, and research on intergroup dialogue.* New York: Russell Sage Foundation	2013
6.	Article	Bridget T.Kelly and Jason G. Gayles	"Resistance to Racial/Ethnic Dialog in Graduate Preparation Programs. Implications for Developing Multicultural Competence", *College Student Affairs Journal* Vol 29(1), pp. 75-85	2010

Course Content and Topics

- Components of conflict: styles, positions, interests, and assumptions
- Dialogue for relationship building and community building
- Navigating power and oppression: self-reflective positioning, social identity and cultural awareness
- Dialogue skills: dialogue vs debate, active listening, scanning, paraphrasing, nonviolent communication
- Equity-based dialogue, circle sharing, feelings and needs, framing requests and strategies
- Co-facilitation on topics of different forms of discrimination (e.g., racism, ableism, religious oppression, heterosexism)
- Reflecting on power to create change through dialogue: choice and responsibility in well-being
- Leveraging privilege for positive social change that benefits all

UFV Transfer Credit Request Form

Course(s): **PACS 201**

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	☐	☒
ASM	Acsenda School of Management	☐	☐
AU	Athabasca University	☐	☒
BCIT	BC Institute of Technology	☐	☐
CAMO	Camosun College	☐	☒
CAPU	Capilano University	☐	☒
CCC	Corpus Christi College	☐	☒
CMTN	Coast Mountain College	☐	☒
CNC	College of New Caledonia	☐	☒
COTR	College of the Rockies	☐	☒
COLU	Columbia College	☐	☒
COQU	Coquitlam College	☐	☒
DOUG	Douglas College	☐	☒
EC	Emily Carr University of Art & Design	☐	☐
FDU	Fairleigh Dickinson University	☐	☒
FIC	Fraser International College	☐	☐
JIBC	Justice Institute of BC	☐	☒
KPU	Kwantlen Polytechnic University	☐	☒
LANG	Langara College	☐	☒
LCV	LaSalle College Vancouver	☐	☐
NVIT	Nicola Valley Institute of Technology	☐	☒
NIC	North Island College	☐	☒
NLC	Northern Lights College	☐	☒
OC	Okanagan College	☐	☒
QU	Quest University	☐	☒
SELK	Selkirk College	☐	☒
SFU	Simon Fraser University	☐	☒
TRU	Thompson Rivers University	☐	☒
TWU	Trinity Western University	☐	☒
UBCO	University of British Columbia – Okanagan	☐	☒
UBCV	University of British Columbia – Vancouver	☐	☒
UCW	University Canada West	☐	☒
UNBC	University of Northern BC	☐	☒
UVIC	University of Victoria	☐	☒
VCC	Vancouver Community College	☐	☒
VIU	Vancouver Island University	☐	☒
YVU	Yorkville University	☐	☒

Visit https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see www.bccat.ca/pubs/resources/HowToArticulate2018.pdf.

Memo for PACS 202: An introduction to mediating conflict

To: Dr. Linda Pardy and College of Arts Curriculum Committee

From: Dr. Jacqueline Nolte, Peace and Conflict Studies, School of Social Justice and Global Stewardship

Date: December 2022

Subject: Proposal for new course PACS 202

1. Rationale:
   - The PACS Major requires a course that introduces purposes and processes of mediation
   - PACS 202 is a required course section of the program, but offered as a choice
   - All students who take this course as an elective will be equipped with skills that can be applied in whatever career they pursue
   - The course will be offered annually
   - PACS 202 is designed to be part of a forthcoming Associate Certificate for Peace and Conflict Studies.

2. The learning outcomes of the program(s) and contribution to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course Learning Outcomes	Institutional Learning Outcomes
Identify when, why, and how relationships experience conflict	Use knowledge and skills proficiently Analyze critically and imaginatively
Identify types, goals, and limits of mediation	Demonstrate information competency Analyze critically and imaginatively
Apply an understanding of how personal bias, cultural and societal influences inform the mediation process	Initiate inquiries and develop solutions to problems Engage in respectful and professional practices
Assess whether and how parties can be brought into productive conversation	Analyze critically and imaginatively Initiate inquiries and develop solutions to problems Engage in respectful and professional practices
Articulate mutual goals amongst participants	Engage in respectful and professional practices Use knowledge and skills proficiently
Apply active listening to identify positions, needs and interests	Communicate effectively Analyze critically and imaginatively

Facilitate collaborative processes for transforming conflicts in various case studies	Engage in collaborative leadership Contribute regionally and globally Engage in respectful and professional practices
Refine the practice of mediation through cycles of reflection	Pursue self-motivated and self-reflective learning

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   - PACS 202 will be considered as an elective only for students in the School of Social justice and Global Stewardship.
4. Which program areas have been consulted?
   - GDS Program, Indigenous Studies Program, Migration and Citizenship
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).
   - PACS 202 identifies how the cultural assumptions of non-Indigenous mediators can interfere with the mediation process when working with Indigenous persons. Drawing on the work of mediation practitioners such as Rupert Ross (*Dancing with a Ghost* - available in UFV library), mediators are encouraged to develop respectful cross-cultural explorations and understanding.
   - In the teaching of this course, sharing and reflection in circles contributes to students learning from one another and to their building skills through the collaborative reflective process.
6. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   - This course has as a learning outcome , " Apply an understanding of how personal bias, cultural and societal influences inform mediation process"
   - One of the topics of this course is "Addressing emotional dynamics and power imbalances in the process"
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.
   - There are no special considerations for this class.
8. Estimate of the typical costs for this course, including textbooks and other materials:
   - Approximately $100 for textbooks and materials but students can reduce this by finding the texts in the library

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023
REVISED COURSE IMPLEMENTATION DATE:
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: PACS 202	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Mediating Conflict **Course Short Title:** Intro to Mediating Conflict	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Peace and Conflict Studies

Calendar Description:

An introduction to basic concepts, approaches, and skills for understanding relationships experiencing conflict and facilitating positive shifts from negative to positive communication. Students learn how mediators can work to restructure relationships based on shared visions of justice and apply these skills to personal, community, and/or broader contexts.

Prerequisites (or NONE):	9 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:

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: **Yes**
(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 cannot be awarded for this course because:

Methods of mediation are specific to the PACS program learning outcomes and approach to conflict transformation

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 28, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 when, why, and how relationships experience conflict.
2. Identify types, goals, and limits of mediation.
3. Apply an understanding of how personal bias, cultural and societal influences inform mediation process, especially how the cultural assumptions of non-Indigenous mediators can interfere with the mediation process when working with Indigenous persons.
4. Assess whether and how parties can be brought into productive conversation.
5. Articulate mutual goals amongst participants.
6. Apply active listening to identify positions, needs and interests.
7. Facilitate collaborative processes for transforming conflicts in various case studies.
8. Refine the practice of mediation through cycles of reflection.

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

Assignments:	40%	Quizzes/tests:	10%		%
Project:	25%	Holistic assessment:	25%		%

Details:

Holistic assessments may include:

- Guided practice
- Observation
- Self-reflective exercises
- Applied process design activities

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, Guest lectures, Workshops, Group 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.	Online resource		https://adric.ca/useful-links/journal-articles/	
2.	Online resource		https://www.mediatebc.com/learn/conflict-resolution-options	
3.	Textbook	Robert A. Barusch Bush and Joseph P Fulger	The Promise of Mediation	2005
4.	Textbook	Jennifer E. Beer and Caroline C Packard	The Mediators Handbook	2012
5.	Textbook	Bernard S Mayer	Beyond Neutrality: Confronting the Crisis in Conflict Resolution	2004

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

Course Content and Topics

- Goals and limits of mediation (increasing mutual understanding, reducing adversariness, hearing truths, building awareness, curiosity, and mutual commitment to change)
- Social functions and applications of transforming interpersonal conflict
- Qualities of a mediator and communication skills
- Building participants' capacities to explore and deal with conflict including flagging issues before conflicts are compounded
- Addressing emotional dynamics and power imbalances in the process
- Sharing case studies, framing questions, and eliciting participation
- Describing and evaluating one's actions and behaviours
- Practical application, reflection, and redesign of the process of mediation
- Developing new or different ways of relating between parties

UFV Transfer Credit Request Form

Course(s): **PACS 202**

Code	Full Institution name	Transfer credit exists	Request transfer credit
ALEX	Alexander College	☐	☒
ASM	Acsenda School of Management	☐	☐
AU	Athabasca University	☐	☒
BCIT	BC Institute of Technology	☐	☐
CAMO	Camosun College	☐	☒
CAPU	Capilano University	☐	☒
CCC	Corpus Christi College	☐	☒
CMTN	Coast Mountain College	☐	☒
CNC	College of New Caledonia	☐	☒
COTR	College of the Rockies	☐	☒
COLU	Columbia College	☐	☒
COQU	Coquitlam College	☐	☒
DOUG	Douglas College	☐	☒
EC	Emily Carr University of Art & Design	☐	☐
FDU	Fairleigh Dickinson University	☐	☒
FIC	Fraser International College	☐	☐
JIBC	Justice Institute of BC	☐	☒
KPU	Kwantlen Polytechnic University	☐	☒
LANG	Langara College	☐	☒
LCV	LaSalle College Vancouver	☐	☐
NVIT	Nicola Valley Institute of Technology	☐	☒
NIC	North Island College	☐	☒
NLC	Northern Lights College	☐	☒
OC	Okanagan College	☐	☒
QU	Quest University	☐	☒
SELK	Selkirk College	☐	☒
SFU	Simon Fraser University	☐	☒
TRU	Thompson Rivers University	☐	☒
TWU	Trinity Western University	☐	☒
UBCO	University of British Columbia – Okanagan	☐	☒
UBCV	University of British Columbia – Vancouver	☐	☒
UCW	University Canada West	☐	☒
UNBC	University of Northern BC	☐	☒
UVIC	University of Victoria	☐	☒
VCC	Vancouver Community College	☐	☒
VIU	Vancouver Island University	☐	☒
YVU	Yorkville University	☐	☒

Visit https://tcs.bctransferguide.ca/Web/Help/Detail/Upper-Level-Credit-Policy for a list of institutions that will articulate upper-level courses.

For help identifying appropriate receiving institutions, see www.bccat.ca/pubs/resources/HowToArticulate2018.pdf.

Memo for New Course

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

From: Steve Schroeder, Program Chair, Peace and Conflict Studies

Date: December 22, 2022

Subject: Proposal for new course **PACS 300 – Religion, Violence, and Peacebuilding**

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, which will be a required course in the Peace and Conflict Studies (PACS) program, fulfills an important part of the program that has heretofore been largely sidelined. The PACS Program Working Group intended for a course on religion to play a central role in the program, and the PWG made plans to that end. Those plans fell through over time, and the need for a new, focused, course in this area has been identified. This course will provide crucial information and instruction on this important topic in today's world for PACS students and, with the general entry requirements, for all lower and upper division students in the College of Arts.
   - We believe that the breadth of inter-disciplinary learning that students will bring to the course will form the requisite foundation for maturity and success in this 300-level PACS course. Given the interdisciplinary nature of the field, broader prerequisites (45 university-level credits) make more sense than specific courses.

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 PACS 300 will, "demonstrate information competency" (e.g. course Lo: "Identify the foundational components of the religions and philosophies addressed in this course"); "analyze critically and imaginatively" (e.g. course Los: "Identify what aspects of religion can and often do contribute to violence in the world," and, "Identify what aspects of religion can and often do contribute to peace in the world."); "use knowledge and skills proficiently" (e.g. course LO: "Refine the practice of interfaith dialogue and understanding to address violence and build peace"); "pursue self-motivated and self-reflective learning" (e.g. course LO: "Assess how religion factors into local conflicts, violence, and peacebuilding work"); and, "contribute regionally and globally" (e.g. course LO: "Apply religious teachings in ways that will foster peaceful thinking, and further peacebuilding work locally, and beyond").

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 course within the College of Arts. This is a course that will encouraged within SoJust, and in Arts, rather than required in other programs.

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, PACS, and Migration and Citizenship.

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 is guided by UFV's mission of "Engaging Learners, Transforming Lives, and Building Community," which includes "developing meaningful community partnerships." Religion factors significantly in communal discord, and in communal unity and peacebuilding work. Learning about religion, and how it factors into our communities' fabric, is a tool in moving forward in a good way. The University's mission is underscored in the current (2021-2026) Integrated Strategic Plan – titled, *House of Transformation* – which promotes: "educating students to act as ethical and engaged global citizens who redress historical injustices [by providing] opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world." More specifically to the point, UFV's strategic goals include a pledge to "honour Indigenous knowledge at all touchpoints of learning." Through examining the cultural and power dynamics of colonial encounters which include, inherently, religiously-fuelled manipulation, control, and forced assimilation, the course promotes decolonization and reconciliation work, and furthers knowledge and understanding of Indigenous worldviews and spirituality. Moreover, this course responds to TRC Call to Action 48, which calls on "faith groups and interfaith social justice groups in Canada…to formally adopt and comply with the principles, norms, and standards of the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation." Furthermore, Call to Action 63, iii, calls for "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 generally, and specifically in view of religious beliefs and actions.

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 embedded in the course material, and in the instruction of it. Decolonization and deconstruction of power structures and dynamics are a central part of the study of religion, and how it has been (and is used) to foster violence and, conversely, peacebuilding work.

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 academic year.

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)**:** March 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: PACS 300	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Religion, Violence, and Peacebuilding **Course Short Title:** Relig, Violence, Peacebuilding	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Peace and Conflict Studies

Calendar Description:

Religion plays a significant role in personal, regional, and global affairs, and that role manifests in many ways in the world, including the most violent behaviours, and some of the most sophisticated peacebuilding plans and actions. This course analyzes the relations between religion, violence, and peacebuilding through an investigation of the sacred texts and teachings in religion that fuel violence, and the sacred texts that provide a base for peacebuilding. Students will learn to employ religious and related philosophical teachings in relationships to build a more peaceful society and world.

Prerequisites (or NONE):	45 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:

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)**: 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 15, 2022
Faculty Council approval	**Date of meeting:**	January 13, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 foundational components of the religions and philosophies addressed in this course.
2. Identify what aspects of religion can and often do contribute to violence in the world.
3. Identify what aspects of religion can and often do contribute to peace in the world.
4. Assess how religion factors into local conflicts, violence, and peacebuilding work.
5. Build capacity in understanding and interacting with religious teachings.
6. Refine the practice of interfaith dialogue and understanding to address violence and build peace.
7. Reflect on the application of religious teachings in ways that will foster peaceful thinking, and further peacebuilding work locally, and beyond.

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

Assignments:	45%	Project:	25%		%
Quizzes/tests:	10%	Holistic assessment:	20%		%

Details:

Assignments and holistic assessment may include:

- Case studies
- Journal responses
- Reflective writing
- Guided listening exercises
- Written submissions

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

Typical Instructional Methods

Lectures, guest lectures, presentations, group 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	Karen Armstrong	Twelve Steps to a Compassionate Life	2011
2.	Textbook	Scott Appleby	The Ambivalence of the Sacred: Religion, Violence, and Reconciliation	1999
3.	Textbook	Paul Powers	Religion and Violence: A Religious Studies Approach	2021
4.	Textbook	Mark Juergensmeyer and Margo Kitts	Princeton Reader in Religion and Violence	2012

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

Course Content and Topics

1. Roles of religion in politics and society
2. Religion and violence in the world today: war, terror, indirect violence
3. Religion and peacebuilding strategies and action in the world today
4. Core teachings in world religions and related philosophies
5. Core teachings and practices of Indigenous worldviews; ways of knowing, being, and spirituality
6. The role of interfaith dialogue in peacebuilding
7. Local cases of religion, violence, and peacebuilding

Memo for changes, PACS 310

To: Dr. Linda Pardy and College of Arts Curriculum Committee Members

From: Dr. Jacqueline Nolte, Peace and Conflict Studies, School of Social Justice and Global Stewardship

Date: January 2023

Subject: Proposal for change of prerequisites from 6 university credits of PACS 100 and PACS 200 to 30 university-level credits

1. Rationale:
   - PACS faculty have determined that engagement with content and success with assignments in PACS 310 is not contingent on content covered in PACS 100 and PACS 200. As a result, we are seeking approval of changing the prerequisites from the current 6 university level credits (PACS 100 and PACS 200) to 30 university-level credits. We do not want to increase the credit entry from 6 credits to 45 credits as this would add a greater barrier to entry than exits at present and the idea is to create greater ease of access. We believe that the breadth of inter-disciplinary learning that students will bring to the course in lieu of the 6 PACS-related credits, will form the requisite foundation for maturity and success in this 300-level PACS course. Given the interdisciplinary nature of the field, these broader entrance requirements also make more sense than the current requirement of the 6 PACS specific credits. Students who have taken PACS 310 attest to how important the content has been to them, and the desire that this course be opened up to students who have not taken lower-level Peace and Conflict Studies courses.

   - Course content has been modified from week by week content to major themes

   - A text has been added, with focus on Indigenous perspectives

2. The learning outcomes of the program(s) and contribution to students' ability to meet the Institutional Learning Outcomes (ILOs): THESE HAVE NOT CHANGED

Course Learning Outcomes	Institutional Learning Outcomes
Identify the central catalysts of conflict at the personal, communal, national and international levels	Use knowledge and skills proficiently
Demonstrate how various theories have been applied in ending conflict	Initiate inquiries and develop solutions to problems
Describe conflict transformation, and how it differs from mediation, conflict resolution, and other approaches	Analyze critically and imaginatively

Illustrate how the concepts of identity and culture apply to conflict transformation	Initiate inquiries and develop solutions to problems
Provide an analysis of case studies that use conflict transformation methods	Analyze critically and imaginatively Communicate effectively
Draw conclusions about how the conflict transformation approach can contribute to the establishment of sustainable peace	Engage in respectful and professional practices Pursue self-motivated and self-reflective learning

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
4. While PACS 310 will continue to be required as a choice in the PACS Major and Minor, it will also serve as an accessible upper level elective for a range of programs, most notably programs in the School of Social justice and Global Stewardship, namely Global Development Studies and Indigenous Studies. Which program areas have been consulted?
   - GDS Program, Indigenous Studies Program, Migration and Citizenship
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).
   - PACS 310 draws on the work of Indigenous scholarship to understand Indigenous knowledge frameworks works to engage different audiences in sharing experiences, knowledge, and lessons. Circle sharing and reflection contributes to students learning from one another and building skills through the duration of this reflective process. Written assignments are centred on students drawing from their own backgrounds and knowledge systems.
6. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
   - The central purpose of this course is to promote action based on compassion so as to benefit those most disadvantaged in society.
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.
   - There are no special considerations for this class.
8. Estimate of the typical costs for this course, including textbooks and other materials:
   - Approximately $50 for textbooks and materials but students can reduce this by finding the texts in the library.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2015
REVISED COURSE IMPLEMENTATION DATE: September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:** March 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: PACS 310	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Conflict Transformation **Course Short Title:** Conflict Transformation	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Peace and Conflict Studies

Calendar Description:

Students examine conflict transformation methodology that addresses the root causes of violence in personal, communal, and international realms. Strategies are explored for the creation of new conditions that satisfy all parties, and that can sustain peace long-term.

Prerequisites (or NONE):	30 university-level credits or (PACS 100 and PACS 200). Note: As of January 2024, prerequisites will change to: 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:

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: **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 cannot be awarded for this course because:

The learning outcomes are specific to the readings for this course and to class exercises. This course has components unique to the PACS major at UFV.

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:**	January 15, 2023
Faculty Council approval	**Date of meeting:**	February 10, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 central catalysts of conflict at the personal, communal, national and international levels.
2. Demonstrate how various theories have been applied in ending conflict.
3. Describe conflict transformation, and how it differs from mediation, conflict resolution, and other approaches.
4. Illustrate how the concepts of identity and culture apply to conflict transformation.
5. Draw conclusions about how the conflict transformation approach can contribute to the establishment of sustainable peace.

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

Final exam:	25%	Quizzes/tests:	15%	Holistic assessment:	10%
Assignments:	50%		%		%

Details:

Holistic assessment includes the assessment of course content application and quality of contribution to dialogue and discussion.

Assignment may include:

- Reflective writing
- Reading responses
- Discussion lead activities
- Case studies
- Presentations
- Written work

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.)*

The format of this course will include lectures, in-class discussions, viewing films, student presentations, and guest speakers.

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	Aimée Craft; Paulette Regan.	*Pathways of Reconciliation : Indigenous and Settler Approaches to Implementing the TRC's Calls to Action*. Winnipeg, Manitoba : University of Manitoba Press.	2020
2.	Textbook	Lederach, J.	*Preparing for Peace: Conflict Transformation across Culture*, Syracuse, USA	1995
3.	Textbook	Lederach, J	*The Little Book of Conflict Transformation*, GoodBooks, USA	2003
4.	Textbook	Francis, D	*People, Peace and Power,* Pluto Press, London	2002
5.	Textbook	Schrock-Shenk, C. and Ressler, L.	*Making Peace with Conflict: Practical Skills for Conflict Transformation,* USA	1999

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

None

Course Content and Topics

- Multiple factors in conflict transformation
- Transformative interactions considering race, gender, and culture
- Transforming personal and family conflict
- Transforming communication
- Compassion for self and others

Memo for Program Changes

To: Dr. Linda Pardy

From: Dr Jacqueline Nolte and Dr Steven Schroeder

Date: 31 December 2022

Subject: Program change (Peace and Conflict Studies major 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):

   The PACS Major and Minor has not been updated since 2015.

   PACS is an interdisciplinary field that relies on courses from many related disciplines. Since 2015 many new courses have been developed across disciplines that align well with the outcomes of the PACS programs. These have been added to lists of electives in the major and minor.

   GEOG 346: Geography of Religion, a required courses in the major, is no longer offered regularly. The designer of the course and co-designer of the PACS program, Dr Garry Fehr, is no longer teaching. GEOG 346 has been replaced by a new PACS course designed specifically for the PACS major.

   IPK 386: Indigenous Worldviews of Turtle Island has been added as a required course in the major and as an elective in the minor. This is toward ensuring that all PACS graduates are introduced to Indigenous ways of thinking and being.

   In 2015, PACS had limited courses and the programs relied on CMNS 180 and HSER120 for courses in interpersonal communications. However, the field has specific requirements which PACS faculty are now able to address with the development of two new PACS courses: PACS 201 Equity Based Dialogue and PACS 202: An Introduction to Mediating Conflict.

   The PACS program now sits within the School of Social Justice and Global Stewardship. In accordance with the school's decision to build a strong link between the Majors within the school,

two new SoJust courses have been developed: SoJust 100 and SoJust 101. The PACS foundation has been edited to include at least one of these courses in the major.

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?

   IPK 386 is now a required course in the Major.

   In addition, the following courses have been made to PACS program lists of electives :

   IPK 207: Introduction to Canadian Indian Residential Schools;

   IPK 206: Stó:lo Communications and Worldview;

   IPK 302: Colonial Trauma and Indigenous Resistance;

   IPK 477: Traditional Ecological Knowledge

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

   The delivery of the two additional PACS courses will take place within the constraints of the Arts budget and will run according to fill-rates. See # 6 below.

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 be able to proceed through the Major and Minor programs more easily and in a timely manner. This is because courses that were not offered on a regular basis, or in some cases not offered at all, have been replaced. Electives have been updated and there is now a larger choice of these for students.

   Student costs have been reduced with the replacement of JIBC courses by the new PACS courses. Currently circa 40 students will be offered in lower levels with regard to greater ease of selection and choice to proceed with a major or minor and circa 8-10 students upper-level students will be positively affected.

   With the elimination of courses no longer on offer, the elimination of JIBC requirements, the lowering of costs of the program, the addition of electives, and the clarification of how to present the lower and upper-level credits in the programs, we anticipate more students declaring as PACS program students.

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?

   Yes, in both the major and minor.

   The required credits in the major remains the same.

   The required credits in the minor have increased by 3 (was 25 now 27)

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. 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.

   HSER 120 or CMNS 180 were required courses but have been moved to the PACS Program elective lists. Both courses are offered by their departments in more than one section annually and are very well attended by students from across the institution. The small number of PACS students enrolled in the Major and Minor will not affect enrolments : 4-8 enrolments on an annual basis.

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.

MEMO

To:	Linda Pardy
From:	Sylvie Murrey
Cc:	Tara Kaszonyi, Mark Fischer
Subject:	Program Changes Budget Approval: PEACE AND CONFLICT STUDIES MAJOR & MINOR, PEACE AND CONFLICT STUDIES, SCHOOL OF SOCIAL JUSTICE AND GLOBAL CITIZENSHIP, COLLEGE OF ARTS
Date:	JANUARY 13, 2023

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the Peace and Conflict Studies Major and Minor, as well as the changes to the program electives, 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

Peace and Conflict Studies

Peace and Conflict Studies (PACS) is an interdisciplinary program of study with a well-developed theoretical and research base that drives its practical and applied components. The PACS program at UFV focuses on conflict at the personal, communal, national, and international levels with the intent of having students develop their own viable prospects for peacebuilding in these troubled contexts.

The program incorporates development of a diverse set of skills, such as conflict analysis, conflict transformation, interpersonal skills, compassion, sensitivity, confrontation, consensus building, intercultural communication, and strategies for reconciliation.

In addition to studying in classroom settings ~~the factors that contribute to conflicts,~~ students will acquire hands-on experience in conflict transformation and reconciliatory work that builds peaceful relationships in their own lives, in their communities, and in the broader world.

The PACS major and minor are available within the Bachelor of Arts. Please refer to the Bachelor of Arts section for information on entrance requirements.

Peace and Conflict Studies 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.

Declaration requirements

Students can declare a Peace and Conflict Studies major after completion of at least 30 university-level credits, with a minimum CGPA of 2.00 on all credits attempted, and a minimum grade of C in both PACS 100 and PACS 200.

Fees and additional costs

See the Fees and Other Costs section. ~~PACS major students are also required to take three short courses offered by the Justice Institute of British Columbia (JIBC) Centre for Conflict Resolution. These are CRES 1100 (21 hours), CRES 1472 (14 hours), and CRES 1473 (14 hours). Students should be aware that additional fees will apply for these courses. Students will receive UFV transfer credit for these courses.~~

Program outline

To complete the PACS major, students will need to satisfy 18 lower level credits ~~the following requirements which must include 30 upper-level credits.~~ and 30 upper level credits.

~~Introduction and foundation s~~

~~Course~~	~~Title~~	~~Credits~~
~~PACS 100~~	~~Introduction to Peace and Conflict Studies~~	~~3~~
~~PACS 200~~	~~Conflict Analysis and Peacebuilding in the Fraser Valley~~	~~3~~
~~HSER 120~~	~~Interpersonal Communications for Human Services~~	~~3~~
~~**or** CMNS 180~~	~~Introduction to Intercultural Communication~~	~~-~~
~~GEOG 346~~	~~Geography of Religion~~	~~4~~
~~PACS 310~~	~~Conflict Transformation~~	~~3~~
~~**JIBC courses:** (see Note)~~		~~-~~
~~CRES 1100~~	~~Foundations of Collaborative Conflict Resolution (21 hours)~~	~~-~~
~~CRES 1472~~	~~Balancing Empathy and Assertion (14 hours)~~	~~-~~
~~CRES 1473~~	~~Managing the Conflict Within (14 hours)~~	~~-~~

~~Note: Students will be required to submit an official JIBC transcript to the Office of the Registrar as proof of completion and for transfer credit assessment. Please contact the PACS program coordinator for detailed information about when these courses will be offered.~~

Commented [JN1]: This choice of elective is replaced by SOJUST 100: Social Justice for Social Change **or** SOJUST 101: Stewardship for Justice and Reconciliation

Commented [JN2]: This is replaced by the new PACS 300 Religion, Violence and Peacebuilding

Commented [JN3]: These JIBC credits are replaced by PACS 201: Equity Based Dialogue & Engagement OR PACS 202: An Introduction to Mediating Conflict

Lower-level credits

Lower-level requirements (18 credits)

Course	Title	Credits
PACS 100	Intro to Peace Studies	3
PACS 200	Peacebuilding in the Fraser Valley	3
PACS 201 **or** PACS 202	Equity Based Dialogue & Engagement An Introduction to Mediating Conflict	3
SJGS 100 **or** SJGS 101	Social Justice for Social Change Stewardship for Justice and Reconciliation	3
One of: *(Conflict Analysis: Individual and Society)*		3
CMNS 180	Intro to Intercultural Communications	
GDS 260	Gender & Global Development	
HSER 120	Interpersonal Communications	
IPK 207	Intro to Residential Schools	
PHIL 110	Ethics and Moral Problems	
POSC 100	Intro to Politics	
POSC 260	Int'l Rel and Global Politics	
SOC 230	The Individual and Society	
SOC 265	Social Inequality	
SOC 270/ANTH 270/ MACS 270	Dynamics of Racism in Canada	
SOWK 283	Social Work with Families	
One of: *(Peacebuilding)*		3
ANTH 130	Religions and Cultures	
ANTH 220/GDS 220	Globalization and Development	
CMNS 280	Team and Small Group Communication for the Workplace	
CRIM 215	Restorative Justice	
ENV 200	Living in our Watershed	

Commented [JN4]: New requirement that replaces JIBC courses

Commented [JN5]: New requirement that replaces HSER or CMNS 180, both of which moved to list of electives

Commented [JN6]: This was moved from foundation to elective

Commented [JN7]: New elective, moved from required foundation course

Commented [JN8]: This is a new elective. Course did not exist at time of development of Major

Commented [JN9]: New elective. Course did not exist at time of development of Major.

Commented [JN10]: This was moved from foundation to elective

Commented [JN11]: New elective, moved from required foundation course

Commented [JN12]: New elective. Course did not exist at time of development of the Major. Essential Indigenous focus.

Commented [JN13]: This is a new elective

Commented [JN14]: New elective

Commented [JN15]: New elective

Commented [JN16]: This is a new elective with a sustainability focus; the program had limited courses in sustainability at the time of development

Commented [JN17]: New elective. Course did not exist at time of development of major. Sustainability focus.

GDS 100	A World of Development	
GDS 250/SOC 250	Soc of Development: Global South	
GEOG 111	Environment, Issues and Strategies	
GEOG 257	Environ., Science and Cmns	
IPK 206	STÓ:LŌ Communication and Worldview	
MACS 110	Intro to Communication Studies	

Commented [JN18]: New elective.

Commented [JN19]: New elective

Commented [JN20]: New elective

Commented [JN21]: New elective. Provides lower level sustainability option

Commented [JN22]: New elective. Provides lower level sustainability option

Commented [JN23]: In addition to the required IPK 386, this is a new elective with an Indigenous focus. The course did not exist at the time of the development of the Major.

~~**Conflict analysis**~~

~~Course~~	~~Title~~	~~Credits~~
~~Individual and Society~~	~~Selected from List 1A~~	~~3~~
~~National and International~~	~~Selected from List 1B~~	~~3-8~~

~~Note: A single course cannot be used to satisfy more than one requirement.~~

~~**Peacebuilding**~~

~~Course~~	~~Title~~	~~Credits~~
~~Individual and Society~~	~~Selected from List 2A~~	~~3~~
~~National and International~~	~~Selected from List 2B~~	~~6-12~~
~~Sustainability~~	~~Selected from List 2C~~	~~3-8~~

~~Note: A single course cannot be used to satisfy more than one requirement.~~

~~**Upper-level electives**~~

~~Course~~	~~Credits~~
~~**8-12 upper-level credits chosen from:**~~	~~8-12~~
~~Up to one additional course from List 1B~~	~~-~~
~~Up to two additional courses from List 2B~~	~~-~~
~~Up to one additional course from List 2C~~	~~-~~

~~**Practice**~~

~~Course~~	~~Title~~	~~Credits~~
~~PACS 390~~	~~Conflict Analysis and Peacebuilding Directed Study~~	~~3~~
~~**or** PACS 391~~	~~Conflict Analysis and Peacebuilding Field Work~~	~~-~~

~~**Capstone**~~

~~Course~~	~~Title~~	~~Credits~~

PACS 400	Conflict Analysis and Peacebuilding Seminar	3

Elective lists

Note: Students should plan to satisfy prerequisites for the courses that they intend to take from these lists.

1A: Conflict analysis (individual and society)

Course	Title	Credits
PHIL 110	Introduction to Ethics and Moral Problems	3
POSC 100	Introduction to Politics	3
SOC 230	The Individual and Society	3
SOC 265	Social Inequality	3
SOC 270/ ANTH 270/ MACS 270	Dynamics of Racism in Canada	3
SOWK 283	Introduction to Social Work Practice with Families	3

1B: Conflict analysis (national and international)

Course	Title	Credits
CRIM 311	Diversity, Crime, and Criminal Justice in Canada	3
CRIM 400	Terrorism	3
GEOG 323	Geography of War, Terrorism, and Peace	4
HIST 315	War and Society in the Modern West	4
HIST 335	History of the Israeli-Palestinian Conflict	4
HIST 418	The Great War, 1914-1918	4
HIST 419	Tyranny, Demise, and Legacies: European Dictatorships of the 20th Century	4
HIST 420	World War II	4
HIST 460/ LAS 460	State Terror, Human Rights, and the Politics of Memory in Latin America	4
POSC 301	The Canadian State and Indigenous Governance	3
POSC 365	War, Terrorism, and Global Security	3
PSYC 368	Political Psychology	3

2A: Peacebuilding (individual and society)

Course	Title	Credits
ANTH 130	Religions and Cultures	3
ANTH 220/ GDS 220	Anthropology of Globalization and Development	3
CMNS 212/ MACS 212	Introduction to Media and Public Relations	3
CMNS 280	Team and Small Group Communication for the Workplace	3

Commented [JN24]: Course removed as this is being retired by History

Commented [JN25]: Course removed as this is not offered regularly and will probably be reconfigured as a special topics History course.

Commented [JN26]: This was removed from the list of lower level electives. Does not align closely with PACS program outcomes

~~MACS 110~~	~~Introduction to Communication Studies~~	~~3~~

~~2B: Peacebuilding (national and international)~~

~~Course~~	~~Title~~	~~Credits~~
~~CRIM 335~~	~~Justice and Human Rights~~	~~3~~
~~HIST 327~~	~~Settler-Indigenous Relations in New Zealand and Canada~~	~~4~~
~~HIST 431~~	~~Canada and the World~~	~~4~~
~~INCS 392~~	~~Immigration & Social Integration: The Indo-Canadian Experience~~	~~3~~
~~PHIL 305~~	~~Philosophy of Decision Making and Dispute Resolution~~	~~3~~
~~POSC 331~~	~~Western Peace Traditions~~	~~3~~
~~POSC 335~~	~~Civil Liberties and the Charter in Canada~~	~~3~~
~~POSC 360~~	~~The United Nations and International Organizations~~	~~3~~
~~POSC 368~~	~~Global Issues and Canadian Foreign Policy~~	~~3~~
~~VA 390~~	~~Community Arts Practice~~	~~3~~

Commented [JN27]: Removed due to Philosophy department's plans to retire this course.

~~2C: Peacebuilding (sustainability)~~

~~Course~~	~~Title~~	~~Credits~~
~~GEOG 312~~	~~Nature, Power, and Place~~	~~4~~
~~GEOG 340/ GDS 340~~	~~Geographies of Poverty and Development~~	~~4~~
~~MENN 300~~	~~Mennonite Development and Relief Organizations~~	~~4~~
~~PHIL 318~~	~~Environmental Ethics~~	~~3~~
~~SOC 346~~	~~Environmental Justice~~	~~4~~

Commented [JN28]: Course removed as no longer offered

Upper-level requirements (minimum 30 credits)

Upper-level requirements include 15 credits of foundation courses and a minimum 15 credits of electives. Depending on the courses chosen, students will take either one or two Conflict Analysis courses in addition to three Peacebuilding courses.

Course	Title	Credits
IPK 386	Indigenous Worldviews	3
PACS 300	Religion, Violence & Peacebuilding	3
PACS 310	Conflict transformation	3
PACS 390 **or** PACS 391	Conflict Analysis and Peacebuilding DS Conflict and Peace Field Work	3
PACS 400	Conflict and Peace Seminar	3
One or two of: *(Conflict Analysis: National and International)*		3-6
CRIM 311	Diversity & Crime in Canada	
CRIM 400	Terrorism	
GDS 370	Foundations of Global Health and Development	
GDS 332	Refugees, Displacement and Development	
GEOG 323	Geography of War, Terror & Peace	
HIST 320	The Holocaust	

Commented [JN29]: New required course with Indigenous focus as part of upper level foundation

Commented [JN30]: New elective. Course did not exist when program was developed.

Commented [JN31]: New elective. Course did not exist at time of program development.

Commented [JN32]: New elective. Course did not exist at time of program development.

HIST 335	History of the Israeli-Palestinian Conflict	
HIST 418	The Great War, 1914-1918	
HIST 420	World War II	
HIST 460/ LAS 460	State Terror, Human Rights, Latin America	
POSC 301	Canadian State and Indigenous Governance	
POSC 321	Global Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
POSC 365	Global Security	
PSYC 368	Political Psychology	
Three of: *(Peacebuilding; National and International; Sustainability)*		**9-12**
ANTH 367/ENGL 367	Culture and Theory of Diaspora	
CRIM 335	Justice and Human Rights	
ENV 310	Leadership in Environmental Professions	
GDS 330	Humanitarianism and Complex Emergence	
GEOG 312	Nature, Power, and Place	
GEOG 340/ GDS 340	Geographies of Development	
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	
HIST 431	Canada and the World	
IPK 302	Trauma and Indigenous Resilience	
IPK 477	Traditional Ecological Knowledge	
PHIL 318	Environmental Ethics	
POSC 330	International Human Rights	
POSC 331	Western Peace Traditions	
POSC 335	Civil Liberties and the Charter in Canada	
POSC 360	The UN & Int'l Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
PSYC 364	Environmental Psychology	
SOC 346	Environmental Justice	
VA 390	Community Arts Practice	

Commented [JN33]: New elective. Course did not exist when program was developed.

Commented [JN34]: New elective. Course did not exist when program was developed.

Commented [JN35]: New elective. Course did not exist when program was developed.

Commented [JN36]: New elective. Course did not exist at time of development of program. Aligns with modules on nationalism

Commented [JN37]: Replaces INCS 392 which is not currently offered

Commented [JN38]: New elective with sustainability focus. Course did not exist at time of program development.

Commented [JN39]: New elective. Course did not exist at time of development of Major.

Commented [JN40]: New elective. Course did not exist at time of development of Major

Commented [JN41]: New elective with Indigenous focus and related to PACS modules on trauma

Commented [JN42]: New elective. Course did not exist at time of development. Indigenous focus and aligns with modules on trauma

Commented [JN43]: New elective

Commented [JN44]: New elective

Commented [JN45]: New elective

Commented [JN46]: New elective

Peace and Conflict Studies minor

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in this section and includes the requirements for delcaring 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.

Declaration requirements

Students can declare a Peace and Conflict Studies minor after completion of at least 30 university-level credits, with a minimum CGPA of 2.00 on all credits attempted, and a minimum grade of C in both PACS 100 and PACS 200.

Program outline

To complete the PACS minor, students will need to satisfy the following requirements which must include 12 lower level and 15 upper-level credits.

~~**Introduction and foundation**~~

Course	Title	Credits
~~PACS 100~~	~~Introduction to Peace and Conflict Studies~~	~~3~~
~~PACS 200~~	~~Conflict Analysis and Peacebuilding in the Fraser Valley~~	~~3~~
~~HSER 120~~	~~Interpersonal Communications for Human Services~~	~~3~~
~~**or** CMNS 180~~	~~Introduction to Intercultural Communication~~	
~~GEOG 346~~	~~Geography of Religion~~	~~4~~
~~PACS 310~~	~~Conflict Transformation~~	~~3~~

Commented [JN47]: Replaced by SOJUST 100: Social Justice for Social Change
or SOJUST 101: Stewardship for Justice and Reconciliation

~~**Introduction and foundation**~~

Lower-level requirements (12 credits)

Course	Title	Credits
PACS 100	Intro to Peace Studies	3
PACS 200	Peacebuilding in the Fraser Valley	3
PACS 201	Equity Based Dialogue &Engagement	3
or PACS 202	An Introduction to Mediating Conflict	
SJGS 100	Social Justice for Social Change	3
or SJGS 101	Stewardship for Justice and Reconciliation	

Upper-level requirements (15-17 credits)

Course	Title	Credits
PACS 300	Religion, Violence & Peacebuilding	3

PACS 310	Conflict transformation	3
or IPK 386	Indigenous Worldviews	
One of:		3
PACS 390	Conflict Analysis and Peacebuilding	
PACS 391	Conflict and Peace Field Work	
PACS 400	Conflict and Peace Seminar	
One of: *(Conflict Analysis: National and International)*		3-4
CRIM 311	Diversity & Crime in Canada	
CRIM 400	Terrorism	
GDS 332	Refugees, Displacement and Development	
GDS 370	Foundations of Global Health and Development	
GEOG 323	Geography of War, Terror & Peace	
HIST 320	The Holocaust	
HIST 335	History of the Israeli-Palestinian Conflict	
HIST 418	The Great War, 1914-1918	
HIST 420	World War II	
HIST 460/LAS 460	State Terror	
POSC 301	Canadian State and Indigenous Governance	
POSC 321	Global Indigenous Politics	
POSC 324	Nationalism and Ethnic Politics	
POSC 365	Global Security	
PSYC 368	Political Psychology	
One of: *(Peacebuilding: National and International; Sustainability)*		3-4
ANTH 367/ENG 367	Culture and Theory of Diaspora	
CRIM 335	Justice and Human Rights	
ENV 310	Leadership in Environmental Professions	
GDS 250/SOC 250	Soc of Development: Global South	
GDS 330	Humanitarianism and Complex Emergence	
GEOG 312	Nature, Power, and Place	
GEOG 340/GDS 340	Geographies of Development	
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	
HIST 431	Canada and the World	
IPK 302	Trauma and Indigenous Resilience	
IPK 477	Traditional Ecological Knowledge	
PHIL 318	Environmental Ethics	3
POSC 330	International Human Rights	
POSC 331	Western Peace Traditions	
POSC 335	Civil Liberties and the Charter in Canada	
POSC 360	The UN & International Organizations	
POSC 368	Global Issues and Canadian Foreign Policy	
PSYC 364	Environmental Psychology	4
SOC 346	Environmental Justice	4
VA 390	Community Arts Practice	

~~**Conflict analysis**~~

~~Course~~	~~Title~~	~~Credits~~

National and International	Selected from List 1B (see PACS major Elective lists, above)	3–4

Peacebuilding

Course	Title	Credits
National and International or Sustainability	Selected from List 2B or 2C (see PACS major Elective lists, above)	3–4

Note: A single course cannot be used to satisfy more than one requirement.

Practice or capstone

Course	Title	Credits
One of:		3
PACS 390	Conflict Analysis and Peacebuilding Directed Study	-
PACS 391	Conflict Analysis and Peacebuilding Field Work	-
PACS 400	Conflict Analysis and Peacebuilding Seminar	-

Memo for Course Changes

To: Chair, Undergraduate Education Committee

From: Karun Karki, Chair HSER Committee, SWHS

Date: January 20, 2023

Subject: Proposal to remove HSER 196 Personal Care for Persons with Disabilities

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:

   HSER 194 was created to replace HSER 196 upon recommendation of the Human Services Program Review. HSER 194 has been approved by UEC. This change is to remove HSER 196 as intended.

Memo for Course Changes

To: Chair, Undergraduate Education Committee

From: Karun Karki, Chair HSER Committee, SWHS

Date: January 20, 2023

Subject: Proposal for the revision of SOWK 210, Introduction to Social Welfare

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 outline has not been updated since 2012 and is overdue for revision.
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):

   We revised the learning outcomes related to historical influences (e.g., colonialism) on the contemporary welfare system. The updated learning outcomes also encompass the impact of globalization and neo-liberalism on the Canadian welfare system. Finally, the social worker's role in promoting social justice is incorporated. ILOs 1, 2, 3, 4 & 9 are reflected in the course learning outcomes.
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 required in the Social Service Worker diploma and for admission to Bachelor of Social Work degree. The updated outline will not affect other programs.
5. Which program areas have been consulted about the change(s)?

   HSER Committee, BSW Committee, and SWHS Committee

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 is premised upon contextualizing the impact of the social welfare system on Canada's Indigenous peoples. For example, one of the chapters discusses social welfare and well-being of Indigenous peoples. This chapter will provide students with knowledge about Indigenous welfare systems based on Indigenous cultural practices, laws, and traditions.

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

   The course includes a number of topics focused on equity seeking people, including women, children, 2SLGBTQ+ people, persons with disabilities, immigrants, and older adults.

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:

   Textbook is $125

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)**:** March 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: SOWK 210	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Introduction to Social Welfare **Course Short Title:** Introduction to Social Welfare	
Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** School of Social Work and Human Services

Calendar Description:

Provides a historical and contemporary overview of the Canadian social welfare system. Explores the socio-economic, political, and cultural contexts in which the welfare system has developed. The role of social work is examined in the context of the social welfare system's impact on individuals, groups, communities, organizations, and society.

Prerequisites (or NONE):	SOWK 110.
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 semester**

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: **No**
(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	January 20, 2023
Faculty Council approval	**Date of meeting:**	March 3, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 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 and explain key concepts and issues of social welfare in Canada.
2. Describe historical influences on the contemporary welfare system.
3. Explain how globalization and neo-liberalism affect the Canadian social welfare system.
4. Discuss the impact of labour market policies and programs on Canada's diverse populations (e.g., precarious employment).
5. Compare social welfare and income security programs in Canada (e.g., anti-poverty).
6. Explain the ways that colonialism has shaped the social welfare system and its impact on Indigenous peoples.
7. Examine barriers posed by various forms of discrimination arising from social welfare policies (e.g., immigration).
8. Describe the role of the social work profession in promoting progressive social change and advancing social justice, equity, diversity, and inclusion.

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

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

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.)*

This course will be taught using a combination of lectures, class discussions, videos, and guest speakers.

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	Hick, S., & Stokes, J.	*Social welfare in Canada: Inclusion, equity, and social justice* Thompson Educational Publishing	current
2.				
3.				
4.				
5.				

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

Course Content and Topics

1. Course syllabus and introductions – why study social welfare?
2. Social welfare and social well-being in Canada
3. A history of social welfare in Canada
4. Canadian labour market policies and programs
5. The welfare and well-being of people in poverty
6. The welfare and well-being of women and families
7. The welfare and well-being of sexual and gender diverse peoples
8. The welfare and well-being of Canadian children
9. Social welfare and mental well-being in Canada
10. The welfare and well-being of Indigenous peoples
11. The welfare and well-being of immigrants and temporary residents
12. The welfare and well-being of older people
13. The welfare and well-being of persons with disabilities

Memo for Program Changes

To: Chair, Undergraduate Education Committee

From: Karun Karki, HSER Committee, SWHS

Date: January 20, 2023

Subject: Program change - School and Community Support Worker Certificate

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): The removal of HSER 196 from the program and calendar reflects the discontinuation of HSER 196. This is upon the recommendation of the Human Services Review and in response to the addition of HSER 194.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Not applicable
4. What consideration has been given to indigenizing the curriculum? Not applicable
5. Will additional resources be required? If so, how will these costs be covered? Not applicable
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Not applicable
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? Not applicable
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.) Not applicable
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. Not applicable
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. Not applicable

School and Community Support Worker certificate

Program outline

Semester I

Course	Title	Credits
CMNS 125	Communicating Professionally to Academic and Workplace Audiences	3
or ENGL 105	Academic Writing	
HSER 120	Interpersonal Communications for Human Services	3
HSER 190	Introduction to Community and School Support	3
HSER 192	Supporting Students in Schools	3
SOWK 110	Introduction to Social Work and Social Services	3

Semester II

Course	Title	Credits
HSER 131	SCSW Practicum	7
HSER 194	Education Assistants and Inclusive Schools	3
~~**or** HSER 196~~	~~Personal Care for Persons with Disabilities~~	-
HSER 195	Relationships and the Community	3
SOWK 225	Human Behaviour and the Social Environment	3
or PSYC 250	Introduction to Developmental Psychology	

Memo for Program Changes

To: Chair, Undergraduate Education Committee

From: Brianna Strumm, Chair, BSW Committee, SWHS

Date: January 24, 2023

Subject: Program change Bachelor of Social Work

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: **200 hours of related experience (from 400 hours)**
   ☐ 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): **The rationale for the proposed change is two-fold. The change is intended to make the program more accessible for BSW candidates given the current realities students face. We've heard from BSW candidates who are juggling work, caregiving, and their studies; the current admission requirement of 400 hours of accumulated relevant experience is increasingly challenging for some to acquire. A required 200 hours reduces pressure on students, while still placing value on the experience students have prior to starting the BSW program. Secondly, the proposed change puts UFV more in alignment with other BSW programs in British Columbia.**

Institution:	**Hours of experience required for admission as per website:**
University of British Columbia	100 hours
University of Victoria	None stated
Thompson Rivers University	None stated
Vancouver Island University	100 hours
University of Northern British Columbia	None stated
Douglas College (unaccredited BSW program)	100 hours
Nicola Valley Institute of Technology	250 hours

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **Not applicable**
4. What consideration has been given to indigenizing the curriculum? **Not applicable**
5. Will additional resources be required? If so, how will these costs be covered? **Not applicable**
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 is expected to increase the number of applicants we receive every year and therefore increase overall enrollment in the BSW 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? **Not applicable**
8. Identify any available resources that will be used to accommodate the program changes. (E.g., seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **Not applicable**
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. **Not applicable**
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. **Not applicable**

CWC comment and response:

- What is the purpose of continuing to include paid/volunteer hours in the entrance requirements, and/or not further reducing this to 100 hours to match some of the other institutions? Is there evidence that this produces better applicants or graduates? One of the action items in the SEM plan is to review admission requirements for equity and access consistency. Has the School considered whether this requirement could be removed altogether?

  The School of Social Work and Human Services has given careful consideration to the number of related experience hours required for admission to the BSW degree. The School's Social Service Worker diploma graduates complete 400 practicum hours, from which the 400 hours of related experience was originally derived. In lowering the number of hours to 200, the School is acknowledging that some diploma students apply to the BSW degree without completing their second year practicum, leaving them with 200 hours of related experience. Lowering the number of hours from 400 to 200 is a significant step in addressing access and inclusion for these and other applicants. The School values these hours as relevant and helpful experience in the field.

We want to encourage our students and provide incentive for them to complete both undergraduate programs at UFV.

In January 2023, the Canadian Association for Social Work Education (CASWE) reaccredited the School's BSW and MSW degrees for the maximum period of eight years without conditions. CASWE has strongly endorsed the quality of both of our social work degrees. CASWE requires that accredited schools of social work have a professional suitability policy in place which all students are accountable to. One of the ways of demonstrating professional suitability is by acquiring related experience and receiving positive references from professionals working in the field. This related experience encourages applicants to assess their own suitability to practice a profession that works with vulnerable children and adults. Applicants assess whether social work is a good fit for them before embarking on a rigorous professional education. Students who are unable to obtain 200 hours of related experience before admission would find it challenging to complete our professionally accredited degree. The School is confident that lowering related experience from 400 to 200 hours values the experiences students bring without imposing an unnecessary burden.

Bachelor of Social Work degree

Entrance requirements

1. 60 general university-level credits by May 1 of the year of application, including the following:
    - Six credits from SOWK 110 and SOWK 210
    - Three credits in English composition: CMNS 125 or ENGL 105
    - Three credits of English literature: ENGL 108–170
    - Three credits of human development: SOWK 225 or PSYC 250
    - Three credits of courses with Indigenous or First Nations content from the approved list (available on the **BSW application page**) or an equivalent course from another institution
    - 30 additional General credits (see Note)
    - 12 Discretionary elective credits (see Note)

    Note: Current lists of accepted General and Discretionary courses are available at **ufv.ca/swhs/how-to-apply** in the BSW Program planning section.

2. Overall GPA of 2.67 for the 60 credits applied towards their BSW application.
3. A minimum of ~~400~~200 hours of paid or volunteer experience in the human services field supervised by social workers or other professionals. This can include hours in practica.
4. Program and personal suitability as determined through a personal statement.
5. Two letters of reference. One letter must address the student's most recent academic experience or potential, and one must be from a supervisor in the field of social work and/or human services that demonstrates the applicant's skills and abilities.
6. All applicants must be aware of, willing, and able to uphold the **Social Work Code of Ethics and Standards of Practice**.

Note: An interview to determine program and personal suitability may be required.

Memo for Program Changes

To:

From: Stefania Pizzirani, Chair of the Environmental Studies program

Date: 1 November 2022

Subject: Program change – BES / BES-NS

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:
      - change of COOP 120 option to COOP 110 in the BES and BES-NS
      - addition of GEOG 357 in the BES List II

2. Rationale for change(s):

   These changes are being made after an annual review of the program and consultation with the academic advisors.
      - Currently, to fulfil one core program requirement, students in the Bachelor of Environmental Studies (BES) and the BES-Natural Sciences (BES-NS) must choose between COOP 120, GEOG 412, or completing a Professional Competency package. This is being changed to the first Co-op term, COOP 110. Three COOP courses can be used toward the BES as it has lots of elective room, but only one COOP course toward the BES-NS as it has extremely little elective room, especially in the lower-level credits.
      - There is an oversight in the BES where one course (GEOG 357) is missing from the List II section, but it should be there since it exists in the BES-NS List II.

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

   No program outcomes are changed.

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

   No major program changes are being made at this time so prior Indigenization efforts within the program remain present and active.

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?

   No major impacts or enrollment changes are predicted. The change from COOP 120 to COOP 110 may see more students interested in taking the COOP option.

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?

   No, the number of required and elective credits remains the same.

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.)

   Timetable changes will be made to change the core program requirement option from COOP 120 to COOP 110.

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 Environmental Studies

Program outline

BES students are required to take the following:

Environmental core: 20–26 credits

Course	Title	Credits
CMNS 257/ GEOG 257	Environment: Science and Communications	3
ENV 200	Living in Our Watershed	4
ENV 310	Leadership in Environmental Professions	3
or PORT 398	Portfolio I: Bridging University and Career	
ENV 410	Environmental Seminar	4
GEOG 111	Environmental Issues and Strategies	3
PHIL 318	Environmental Ethics	3
One of:		0–6
COOP ~~120~~110	Co-op Work Term Performance and Report ~~I~~I (see Note 1)	
GEOG 412	Environmental Geography Practicum	

or	Demonstration of previous environmental work (see Note 2)	

Note 1: Students must be admitted to the Co-operative Education program in order to take COOP courses. Co-op students may use two additional COOP courses in place of two electives.

Note 2: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes, is subject to program chair review. See the **BES website** for more details.

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List 2B: Professional and Research Skills II

Course	Title	Credits
CMNS 312	Public Relations Campaigns	3
CMNS 325	Writing for the Sciences and Technologies	3
CMNS 335	Advanced Public Speaking	4
CMNS 360	Advocacy Writing	3
CMNS 375	Understanding Design for Print Publications	3
CMNS 380	The Cross-Generational Workplace	3
CMNS 465	Grant and Proposal Writing	3
CMNS 480/ MACS 480	Crisis Communications	4

ENGL 373/ JRNL 373	Creative Writing: Advanced Creative Non-Fiction	4
GEOG 353	GIS Applications	4
GEOG 357/BIO 357	Conservation GIS	4
GEOG 453	Remote Sensing of the Environment	4
GEOG 454	Geospatial Data Analysis and Modeling	4
IPK 344/ ANTH 344/ SOC 344	Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444)	4
JRNL 300/ CMNS 300	Introduction to the Practice of Journalism	3
JRNL 301/ CMNS 301	Advanced Practice of Journalism	4
MEDA 469	Design Thinking for Creative Leadership	3
PHIL 305	Philosophy of Decision Making and Dispute Resolution	3
PHIL 310	Ethics and Public Policy	3
SOC 313/ GEOG 313	Agriculture and Rural Life	4
SOC 352/ POSC 352	Public Policy Analysis	4

SOC 353	Program Evaluation	4
SOC 355/ ANTH 355/ MACS 355	Quantitative Research Methods	4
SOC 356/ ANTH 356/ MACS 356	Qualitative Research Methods	4
SOC 357	Advanced Research Methods	4
SOC 358	Advanced Research on a Selected Topic	4
SOC 475	Communities, Difference, and Belonging	4
STAT 307	Data Visualization	3
STAT 315	Applied Regression Analysis	3
STAT 330	Design of Experiments	3
STAT 350	Survey Sampling	3
VA 365/FILM 365/JRNL 365	Documentary Video Storytelling	3
VA 371	New Media III: Interactive Art	3
VA 372	New Media IV: Project in New Media	3

VA 390	Community Arts Practice	3

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Co-operative Education option

Students in the Bachelor of Environmental Studies degree program are strongly encouraged to apply for Co-operative Education. Co-operative Education is common to most Environmental Studies programs. The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Environmental Studies program. Co-operative Education experiences can be used to meet the program's professional competency requirement. See the Co-operative Education section for more details.

Co-op students will use COOP 110 to satisfy part of the Environmental Core requirements, and two additional COOP courses in place of two electives.

Bachelor of Environmental Studies (Natural Sciences)

Program outline

BES (Natural Sciences) students are required to take the following:

Environmental core: 24–30 credits

Course	Title	Credits
CMNS 257/ GEOG 257	Environment: Science and Communications	3
ENV 200	Living in Our Watershed	4
ENV 310	Leadership in Environmental Professions	3
or PORT 398	Portfolio I: Bridging University and Career	
ENV 410	Environmental Seminar	4
GEOG 111	Environmental Issues and Strategies	3
GEOG 331	Environmental Assessment and Management	4
PHIL 318	Environmental Ethics	3
One of:		0–6
COOP ~~120~~110	Co-op Work Term Performance and Report I~~I~~ (see Note 1)	

GEOG 412	Environmental Geography Practicum	
	Demonstration of previous environmental work (see Note 2)	

Note 1: Students must be admitted to the Co-operative Education program in order to take COOP courses. COOP 110 is the only COOP course that may be used toward program requirements.

Note 2: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes, is subject to program chair review. See the **BES website** for more details.

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Co-operative Education option

Students in the Bachelor of Environmental Studies (Natural Sciences) degree program are strongly encouraged to apply for Co-operative Education. Co-operative Education is common to most Environmental Studies programs. The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Environmental Studies (Natural Sciences) program. Co-operative Education experiences can be used to meet the program's professional competency requirement. See the Co-operative Education section for more details.

Co-op students will use COOP 110 to satisfy part of the Environmental Core requirements. No additional COOP courses may be used toward program requirements.

Memo for Program Changes

To: Curriculum Committee

From: Dean Key, Director, School of Trades, Faculty of Applied and Technical Studies

Date: October 27, 2022

Subject: Program change for Joinery Certificate

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: Change of Program Name

2. Rationale for change(s): *The Joinery Certificate program is one of the Skilled Trades Foundation programs offered by the School of Trades in the Faculty of Applied and Technical Studies. This program will prepare students for entry into the provincial apprenticeship program, as well as directly into employment. The Industry Training Authority (ITA) is responsible for coordinating the skilled trades training and credentialing system for the province, including setting program standards, maintaining credential records and issuing Interprovincial Red Seal and B.C. Certificate of Qualifications (C of Q) credentials.*

   The current name of Joinery does not reflect industry standards and we would like to change the name to ***Cabinetmaking (Joinery) Certificate.*** *This would be consistent with the program name used by the ITA and so would make the program more identifiable to prospective students.*

   For further information on the program see ITA BC program profile link: https://www.itabc.ca/sites/default/files/docs/cabinetmaker-program-profile-april-2023-harmonized.pdf and the program outline link: https://www.itabc.ca/sites/default/files/docs/cabinetmaker-program-outline-april-2023-harmonized.pdf

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: *This program change is limited to a name change, there is no change to the program curriculum.*

4. What consideration has been given to indigenizing the curriculum? *As noted above, this program change is limited to a change of name.*
5. Will additional resources be required? If so, how will these costs be covered? *No additional resources are required.*
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? *It is anticipated that the revised name will better reflect the program and therefore increase enrolments.*
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*

11.3.2022

Memo

To
Faculty Council

From
Faculty of Applied & Technical Studies Curriculum Committee

CC
Peter Geller

Re
Joinery Program Name Change

Comments:

The Curriculum committee received the program name change request from Dean Key, Director, School of Trades, on November 1st, 2022

We agree that the current name of Joinery does not reflect industry standards and that **Cabinetmaking (Joinery) Certificate** will, as outlined in the rationale, make the program more identifiable to prospective students.

Reviewed by Sian Hurley, Avner Bachar, Chris Monkman.

We therefore submit this to the FATS Faculty Council for recommendation to the Undergraduate Education Committee of Senate

University of the Fraser Valley
Faculty of Applied and Technical Studies

Curriculum Committee

Cabinetmaking (Joinery) certificate: CWC comments and responses

1) The ITA weblinks were unhelpful in understanding the rational for the request. Is there some specific information on the website that we should be aware of?

   The links to SkilledTradesBC formerly ITA were provided as evidence of the official name of the program as "Cabinetmaker". Further information on the program:
   - *For official SkilledTradesBC program name see Industry Training Program Profile (https://skilledtradesbc.ca/sites/default/files/docs/cabinetmaker-program-profile-april-2023-harmonized.pdf), page 1.*
   - *Note that both the Foundation and Apprenticeship Level programs are titled Cabinetmaker (Apprenticeship Pathway, page 3).*
   - *A Joiner is designated as a Cabinetmaker under the Interprovincial Standards Red Seal program.*

   In addition, Cabinet Maker is used by WorkBC and is the name used in the National Occupational Classification.

2) Has the change been discussed with officials in the ITA?

   Yes, this has been discussed with Colleen Rogan, the Manager, Program Standards at SkilledTradesBC (email correspondence of 9 December 2022). They are in support of the name change as, through Harmonization, the Red Seal name has been changed to Cabinetmaker and will be implemented April, 2023. As Colleen notes: "Ideally, your program name should match the Red Seal and SkilledTradesBC name since that is the credential your apprentices will ultimately be receiving."

3) FATS did not provide any information on comparative programs at other BC PSIs. The proposal would be strengthened with this information.

Comparable Programs at other Post Secondary Institutions	
Institution	***Program Name***
NAIT Northern Alberta Institute of Technology	*Cabinet Maker*
Humber College	*Cabinet Making*
Algonquin College	*Cabinetmaking and Furniture Technician*
Okanagan College	*Carpenter and Joiner Foundation*
Camosun College	*Fine Furniture/Joinery*
Selkirk College	*Fine Woodworking*
North Island College	*Cabinetmaker (Joiner) Apprentice Furniture Design and Joinery*
BCIT British Columbia Institute of Technology	*Joinery (Cabinetmaker)*

Southern Alberta Institute of Technology	*Pre-employment Cabinetmaker Studio Woodworking*
Langara College	*Woodworking*

4) Question 6 on student impact was answered in a (very) limited fashion: "It is anticipated that the revised name will better reflect the program and therefore increase enrolments." What consultation has been undertaken with students or potential students to make this assertion.

There are no negative impacts for students as this is the official title of the trade used by SkilledTradesBC (ITA). Prospective students often ask the School of Trades Program Assistants for clarity on the Joinery program. It is explained that it is a Cabinet Making program. Students are referred to SkilledTrades BC website where it reads Cabinet Maker (Joiner). It is anticipated that the revised name will better reflect the program and therefore increase enrolments.

UNIVERSITY OF THE FRASER VALLEY

MEMORANDUM

TO: Samantha Pattridge, Undergraduate Education Committee Chair

FROM: David Johnston, Registrar and Associate Vice-President, Enrolment Management

DATE: March 10, 2023

RE: Sociology/Anthropology major and Sociology major

There is a historical anomaly in both the Sociology/Anthropology major and the Sociology major that must be corrected. GEOG 352 was changed to GEOG 252 in 2012, and while the change from upper to lower level was addressed in the Geography programs at the time, it was not detected that this course was also an option in these two majors. As GEOG 252 cannot satisfy the upper-level requirements of either major, it will be removed from the following note in both programs:

"Note 1: CRIM 320 ~~or GEOG 252~~ may be substituted for SOC 355/ANTH 355/MACS 355."