UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
January 27, 2023 - 10:00 AM
A225

AGENDA
~~~~~~~~~~~~~~~~~~~~~~~~~

Page

1. APPROVAL OF THE AGENDA

2. APPROVAL OF UEC MINUTES

   2.1. UEC draft minutes: December 16, 2022

MOTION: To approve the draft minutes as presented.

3. COURSES AND PROGRAMS

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

Changes to program requirements: Art History extended minor and minor

MOTION: To approve the AH course outlines as presented.

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

   3.2. Communications
Review with changes including prerequisites: CMNS 212/MACS 212
Review with changes including prerequisites: CMNS 312, 316, 390
Review with changes including title: CMNS 351
Review with changes including title, prerequisites, and equivalent courses: CMNS 445
Review with changes: CMNS 465

MOTION: To approve the CMNS course outlines as presented.

Page

115 - 121

3.3. Business

<u>Review with changes</u>: BUS 226/ECON 226

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

122 - 136

3.4. Economics

<u>New course</u>: ECON 326

<u>Change to program requirements</u>: Economics major
<u>Change to program requirements</u>: Economics minor

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

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

137 - 181

3.5. Education

<u>Review with changes including title</u>: EDUC 410, 432, 444, 450, 454
<u>Review with changes including title, credits, and total hours</u>: EDUC 412, 413
<u>Review with changes including credits and total hours</u>: EDUC 420
<u>Review with changes</u>: EDUC 421
<u>New course</u>: EDUC 449

<u>Discontinuation</u>: EDUC 441, 453

MOTION: To approve the EDUC course outlines as presented.

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

182 - 225

3.6. Political Science

<u>Review with changes</u>: POSC 100
<u>Review with changes including title</u>: POSC 230, 332
<u>Review with changes including title and prerequisites</u>: POSC 300, 322, 330
<u>Changes including title and prerequisites</u>: POSC 325, 335

MOTION: To approve the POSC course outlines as presented.

226 - 227

3.7. Computer Information Systems

<u>Change to program requirements</u>: Computer Information Systems diploma

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

228 - 234

3.8. History

<u>Change to program requirements</u>: History major and extended minor
<u>Change to program requirements</u>: History Honours

Page

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

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

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

4. **OTHER BUSINESS/DISCUSSION ITEMS**

4.1. **APPC report**

4.2. **Senate report**

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

4.4. **Policy Subcommittee report**

5. **INFORMATION ITEMS**

5.1. **Minor course changes** (outlines will be available at www.ufv.ca/calendar/courseoutlines)

5.2. **Upcoming UEC vacancies**

6. **ADJOURNMENT**

UNIVERSITY OF THE FRASER VALLEY

UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

December 16, 2022
10:00 AM - A225
Abbotsford Campus

DRAFT MINUTES

PRESENT:	Ian Affleck, Donna Alary, Claire Hay, Olivia Jackson, Carl Janzen, David Johnston, Selena Karli, Randy Kelley, Catherine Liao, William Maher, David McGuire, Linda Pardy, Samantha Pattridge, Vanessa Radzimski, Ravneet Sohal, and Shel Stefan
ABSENT:	Teresa Arroliga-Piper, Courtney Boisvert, Claire Carolan, Vlad Dvoracek, Shirley Hardman, Bobby Jaswal, Nicholas Johnson, Amber Johnston, and Dana Landry
GUESTS:	Cherie Enns, Heather Davis-Fisch, Maria de Luna, Sarah Graham, Karun Karki, Curtis Magnuson, Marlene Murray, Christine Nehring, Ben Vanderlei, Hang Zhang
RECORDER:	Amanda Grimson

1. **APPROVAL OF THE AGENDA**

2. **APPROVAL OF UEC MINUTES**

   2.1. UEC draft minutes: November 25, 2022

   MOTION:
   To approve the draft minutes as presented.
   CARRIED

3. **COURSES AND PROGRAMS**

   3.1. Applied Business Technology
   Review with changes including title and hours: ABT 131

   MOTION:
   To approve the ABT 131 course outline as presented.
   CARRIED

   3.2. Mathematics and Statistics
   Review with changes including total hours: MATH 316, 340

   MOTION:
   To approve the MATH course outlines as amended:
   - MATH 316 learning outcome #6: "accurately" deleted.
   CARRIED

   3.3. Modern Languages
   New course: SPAN 220, Comparative Grammar of English and Spanish
   New course: SPAN 230, Spanish Language and Culture for Business

   MOTION:
   To approve the SPAN course outlines as amended:

- SPAN 230 prerequisites changed to "(B- or better in SPAN 102) or any 200-level or higher SPAN course."

CARRIED

3.4. Creative Arts

New course: SOCA 301, Race, Place, and Space: Creative Tools for Navigating Turbulent Times

Discontinuation of concentration: Bachelor of Media Arts, Interactive Media Leadership concentration

MOTION:

To approve the SOCA 301 course outline as amended:
- Note added to calendar description: "Field trips outside of class time may be required."

CARRIED

MOTION:

To recommend discontinuation of the Bachelor of Media Arts Interactive Media Leadership concentration, effective September 2023.

CARRIED

3.5. Social Work and Human Services

Change to program requirements: Social Service Worker diploma — Indigenous focus

The list of "Qualifying electives with an Indigenous focus" will be maintained on a webpage outside of the calendar. This should include direct links to the course prerequisites.

MOTION:

To approve the changes to the Social Service Worker diploma — Indigenous focus as presented, effective September 2023.

CARRIED

3.6. Land Use and Environmental Change

Review with changes including title: GEOG 340/GDS 340

A minor edit to the first sentence of the GEOG 340/GDS 340 calendar description was presented.

MOTION:

To approve the GEOG 340/GDS 340 course outline as amended:
- Learning outcome #7: "during a final class presentation" deleted.

CARRIED

New program: Bachelor of Regional and Community Planning
New course: PLAN 300, Planning for Housing: Affordability, Design, and Policy
New course: PLAN 310, Planning Law and Ethics
New course: PLAN 366, Resiliency Principles and Spatial Planning
New course: PLAN 400, Theories in Regional and Community Planning

New course: PLAN 410, Indigenizing Planning: Indigenous Land Use and Community Planning

It was noted that the degree audit system cannot check for semester GPA as mentioned in the graduation requirements section of the calendar copy. This is already covered by the university continuance policy; the graduation requirements section will be updated to standard calendar wording.

MOTION:
To recommend approval of the new Bachelor of Regional and Community Planning program as presented.
CARRIED

MOTION:
To approve the creation of the new course code PLAN (Planning).
CARRIED

MOTION:
To approve the PLAN course outlines as amended:
- PLAN 300, 310, and 366 prerequisites changed to "45 credits including (one of GEOG 241, GEOG 242 or GEOG 260) and (one of GEOG 253, CMNS 235, or CMNS 251)."
- PLAN 410 learning outcome #9 changed to "Apply knowledge learned from Stó:lō and Coast Salish Nations to articulate an understanding of modern-day planning practices."
- PLAN 410: additional details will be added to evaluation section.
CARRIED

4. **OTHER BUSINESS/DISCUSSION ITEMS**

4.1. **APPC report**

There was no report this month.

4.2. **Senate report**

There was no report this month.

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

There was no report this month.

4.4. **Policy Subcommittee report**

This subcommittee is currently working on the following policies:
- Policy 86 (Course Repeat): additional consultation with Alisa Webb has been completed; a draft will be presented at the next subcommittee meeting.
- Policy 101 (Grading System): draft in progress.
- Policy 62 (Attendance): a memo to Senate Governance Committee is being drafted, recommending that changes be postponed until other related policies are revised.

UEC Draft Minutes
16 Dec 2022

- Policy 99 (English Language Proficiency): draft in progress.
- Policy 98 (Subsequent and Concurrent Bachelor's Degree): draft in progress.
- Policy 95 (Order of Registration): draft in progress.
- Policy 105 (Course Credits): recently assigned to UEC for review.

5. INFORMATION ITEMS

5.1. Minor course changes (outlines will be available at www.ufv.ca/calendar/courseoutlines)
HIST 323, 340

6. ADJOURNMENT

The meeting was adjourned at 11:15 am.

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch

Date: September 28 2022

Subject: Proposal for revision of AH 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: Six-year review, update calendar description, learning outcomes and instructional methods

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Throughout the class, Indigenous art and visual culture from across the globe are studied, providing numerous opportunities to learn about Indigenous ways of knowing and being in the world. Learning outcomes

have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Examples of art reflecting diverse positionalities are included in coverage of weekly topics

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: $100

CWC comment and response:

•   Learning outcome #1: suggest changing "chronological" to "temporal".

No, this doesn't make sense.

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):	January 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: AH 100	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: History of Art & Culture in a Global Context
Course Short Title: Art & Culture: Global Context

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

A study of visual art and culture in a global context. Thematic approaches to the art of various cultures, including Indigenous peoples in British Columbia and beyond, will encourage students to appreciate distinct cultural traditions while also considering collisions, connections, and cross-fertilization between cultures.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Expected frequency: **Every semester**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Describe how the production and reception of works of art vary according to cultural and chronological contexts.
2. Employ a specialized vocabulary to describe works of art and architecture.
3. Describe some of the methods and materials employed in art-making.
4. Analyze how art conveys meaning through a variety of subjects, signs, and symbols.
5. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.
6. Source and contextualize images ethically.

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

Assignments:	25%	Final exam:	20%		
Quizzes/tests:	20%	Project:	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	M. Lazzari and D. Schlesier	Exploring Art: A Global, Thematic Approach	2015
2.	Textbook	Anne d'Alleva	Look! Art History Fundamentals	2010
3.				
4.				
5.				

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

Course Content and Topics

- Visual culture in a global context: an introduction
- Decolonizing perspectives on art criticism
- The language of art and architecture; media
- Deriving meaning; food and shelter
- Reproduction and sexuality
- Deities and places of worship
- Mortality and immortality; power, politics, and glory
- Race, gender, clan, and class
- Nature, knowledge, and technology
- Entertainment and visual culture

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: September 27, 2022

Subject: Proposal for revision of AH 215 (Contemporary Canadian Art)

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 review; update calendar description and learning outcomes; learning outcomes and typical instructional methods revised to include specific reference to decolonizing and Indigenizing perspectives; update prerequisites to make all AH offerings consistent

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Significant attention paid to work of Indigenous artists, providing numerous opportunities to learn about Indigenous ways of knowing and being in the world. Learning outcomes have been updated to make

decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? Course content includes examples of art produced by artists occupying diverse and intersectional positionalities

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-$200

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2012
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: AH 215	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Contemporary Canadian Art
Course Short Title: Contemporary Canadian Art

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

An introduction to Canadian art produced since 1945. Focus on emergence of Canadian modern and postmodern art, with significant attention paid to the work of Indigenous artists, providing numerous opportunities to learn about Indigenous ways of knowing and being in the world.

Prerequisites (or NONE):	None. Note: As of January 2024, prerequisites will change to 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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

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.)

Scheduled Laboratory Hours

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

Department approval		**Date of meeting:**	October 22, 2021
Faculty Council approval		**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Discuss key themes and issues pertaining to the creation and reception of both Indigenous and Settler works of art in Canada since 1945.
2. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to case studies in contemporary Canadian art.
3. Define shifting perceptions and functions of object/image-making by Indigenous people from postwar period to the globalized present.
4. Analyze Indigenous artwork critiquing the status quo of Canadian art production, circulation, and exhibition.
5. Source and contextualize images ethically.

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

Assignments:	30%	Final exam:	20%		%
Quizzes/tests:	20%	Project:	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	Igloliorte, H.	"Arctic Culture-Global Indigeneity", Negotiations in a Vacant Lot	2014
2.	Textbook	Townsend Gault, C.	Native Art of the Northwest Coast: A History of Changing Ideas	2013
3.	Textbook	O'Brian, J. & White, P.	Beyond Wilderness: The Group of Seven, Canadian Identity, and Contemporary Art	2007
4.				
5.				

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

Course Content and Topics

- Modernism or anti-modernism: Post-war debates in Canadian art
- Documenting the nation: the NFB (1945-1970)
- Indigenous moderns: new identities and urban realities
- The Quiet Revolution in Quebec
- The flat side of the landscape: abstraction, Emma Lake, and the Regina Five
- True patriot womanhood: Joyce Wieland and women's art practice
- New artistic horizons and communities: contemporary Inuit art after settlement
- Whose nation? Contemporary First Nations art
- Kanada: exhibiting Canadian art abroad
- Geography lessons: Canadian art now

Memo for New Course

To: CACC, UEC

From: Heather Davis-Fisch

Date: September 27, 2022

Subject: Proposal for new course AH 280: A Critical History of Photography

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): : Course fills longstanding interest in developing a history of photography course in Visual Arts. Will support studio students in SoCA studying photography but also will appeal to students from other departments.

   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)](#):

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? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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)](#). Course not only investigates the use of camera by anthropologists, missionaries, and government agents to support colonial aims but also examines historical and more recent work of Indigenous photographers to convey a sense Indigenous ways of knowing and being in the world. Indigenous ways of knowing and being are also recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? This course considers the dynamics of the photographer's gaze and the social/cultural power of photography as a form of representation, including the power dynamics of photography, particularly as they relate to the body.

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-$200.

CWC comment and response:

- Whose "longstanding interest" does the memo rationale refer to? Students? Instructors? UEC will likely require a stronger rationale for this new course, such as a student survey, as no evidence of demand has been provided and this course is not a requirement in any program.

  UEC is not tasked with ascertaining demand for new courses. This is a budgetary, hence administrative, matter.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2023
REVISED COURSE IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: AH 280	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: A Critical History of Photography **Course Short Title:** Critical History of Photog	
Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

A history of photography from its beginnings in the 19th century to the present day. Students will analyze critical issues around the development of the medium, including its relation to mass culture, fine art, colonial aims of anthropologists, missionaries, and government agents, as well as Indigenous resistance, through the use of photography. Students will also engage with current debates around censorship, pornography, copyrights, consumption, and social media.

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

Antirequisite Courses / Course Details

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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

AH 280 | **University of the Fraser Valley Official Undergraduate Course Outline** | Page **2** of **2**

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 key works in the history of documentary, artistic, commercial, scientific, and personal photography.
2. Analyze in-depth the form, content, and context of specific photographic works.
3. Describe technological and aesthetic developments in the history of photography.
4. Apply critical and theoretical terms related to different types of photography and its history.
5. Identify historical and recent work of Indigenous photographers to convey a sense of Indigenous ways of knowing and being in the world.
6. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.
7. Source and contextualize images ethically.

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

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

Details: Assignments include two short essays at 15% each and a presentation at 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	Wells, L.	Photography: A Critical Introduction	2015
2.	Textbook	Emmerling, J.	Photography: History and Theory	2012
3.	Textbook	Edweards, S.	Photography: A Very Short Introduction	2006
4.	Textbook	Savard, D.	Images from the Likeness House	2010
5.				

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

Course Content and Topics

- Introduction: a critical history of photography
- Thinking about photography: debates, historically and now
- Surveyors and surveyed: photography out and about
- Personal photographs and popular photography
- The subject as object: photography and the human body
- Spectacles and illusions: photography and commodity culture
- On and beyond the white walls: photography as art
- Indigenous self-representation

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: September 27 2022

Subject: Proposal for revision of AH 310: Studies in Medieval Art

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: To update content description and allow for more diverse and global iterations; prerequisites changed to make consistent across all 300-level AH; learning outcomes updated and made consistent with other AH "studies in" courses; learning outcomes and typical instructional methods revised to include specific reference to decolonizing and Indigenizing perspectives; new examples of typical course content and corresponding texts.

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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

description has been updated to allow for a broader range of geographic/cultural options. Learning outcomes have been updated to make decolonizing and Indigenizing perspectives more explicit and to correspond to program learning outcomes. While specific Indigenous content would depend on the selected topic, Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? The topics addressed in the course reflect the diversity of art practices in this period and provide opportunities for students to consider how critical frames like decolonization and anti-racist theory might be applied in historical paradigms.

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-$200.

CWC comments and responses:

- What is the difference between "Studies in…" (AH 310, 311, 312) and "Arts in Context" (AH 313, 315, 316, 323, 324) courses? Should they all be "Arts in Context"?

  The former indicates a range of possible topics within a broad period, as noted in the course descriptions, the latter have more defined content, and 'arts in context' alerts students to the fact that the art is studied contextually (which applies to all AH courses, but in these cases is a more accurate and descriptive title than, for example "Romanticism"

- Learning outcomes for both this course and AH 311 should be made more specific. AH 312 could be used as an example to follow (i.e. specific references to the Baroque period).

  Changes made. AH 310 and 311, as "Studies in" courses, are designed to encompass a broad range of possible topics and hence more specific descriptions were deliberately avoided in the learning outcomes; learning outcomes now capture some sense of the blanket period designations.

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 2010
	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval):	January 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: AH 310	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Studies in Medieval Art
Course Short Title: Studies in Medieval Art

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

A focus on developments in visual culture ranging from the 5th through the 15th centuries. Specific topics will vary and could include a focus on a particular region, culture, and/or theme such as early Islam, Gothic Europe, or manuscript arts, or present a broader consideration of the global middle ages. Please consult the department for specific topical focus of a given iteration of the course.

Prerequisites (or NONE):	45 university-level credits or 6 credits of Art History.
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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Describe the production, circulation, and reception of the visual culture of a specified topic within the medieval period.
2. Explain the subjects, symbols, and signs significant to the medieval period and culture studied.
3. Use a specialized vocabulary to describe the visual culture of a specified topic within the medieval period.
4. Analyze visual culture in relation to relevant social, political, and religious contexts.
5. Describe the methods and materials of artmaking and building in a specified topic within the medieval period.
6. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.

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

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

Details: Short assignments typically involve individual or group analysis and interpretation of visual material; projects are typically larger contextual assignments that entail research and critical reflection resulting in an essay or journal, designing a fictive exhibition, or group projects.

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	Flood, F. B., ed.	A Companion to Islamic Art and Architecture vol. 1	2017
2.	Textbook	Graves, M.S.	Arts of Allusion: Object, Ornament, and Architecture in Medieval Islam	2018
3.				
4.				
5.				

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

Course Content and Topics

- What is Islamic art?
- Orientalism, postcolonial and decolonial critiques
- Mecca, Medina, and early mosque design
- Umayyads and the Eastern Mediterranean
- The spread of Islam
- Palaces and power
- Spain and North Africa: dynamics of empire
- Politics and patronage
- Civic arts and buildings
- Ceramics and metal work
- Islamic arts and the natural world

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: September 27, 2022

Subject: Proposal for revision of AH 311: Studies in Renaissance Art

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: To update content description and allow for more diverse and global iterations; prerequisites changed to make consistent across all 300-level AH; learning outcomes updated and made consistent with other AH "studies in" courses; learning outcomes and typical instructional methods revised to include specific reference to decolonizing and Indigenizing perspectives; new examples of typical course content and corresponding texts.

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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

description has been updated to allow for more options within a global context; this could include study of Indigenous visual culture in various geographical/cultural contexts as well as issues of colonial expansion, global trade, and cultural encounters and exchanges. Learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes. While specific Indigenous content would depend on the selected topic, Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Content/topics allow for more diverse and global iterations of the course and to emphasize global experiences and understandings of the historical period.

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-$200.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1988
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

<mark>Course outline form version: 09/08/2021</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AH 311	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Studies in Renaissance Art
Course Short Title: Studies in Renaissance Art

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

A focus on developments in the visual culture of early modern Europe within a global context from the 14th through the 16th centuries. Intense artistic productivity and global expansion stimulate profound changes in the production, circulation, and reception of visual art. Historical and geographical contexts, and the dominant political, religious, and social concerns of the period provide frameworks for study. Please consult the department for specific topical focus of a given iteration of the course.

Prerequisites (or NONE):	45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(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**

Typical Structure of Instructional Hours	
Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Describe the production, circulation, and reception of works of the visual culture of a specific topic within the early modern era.
2. Explain the subjects, symbols, and signs significant to a specific topic within the early modern era.
3. Use a specialized vocabulary to describe the visual culture of a specific topic within the early modern era.
4. Analyze the visual culture of the early modern in relation to relevant social, political, and religious contexts.
5. Describe the methods and materials of art-making and building of a specific topic within the early modern era.
6. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.

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

Assignments:	15%	Final exam:	25%		%
Quizzes/tests:	20%	Project:	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	Gerritsen, A. & Riello, G., eds.	The Global Lives of Things: The Material Culture of Connections in the Early Modern World	2016
2.	Textbook	Jardine, L.	Global Interests: Renaissance Art Between East and West	2000
3.				
4.				
5.				

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

Course Content and Topics

- Culture, conflict, and commodities
- Early global encounters
- Othering: "marvels" and "monsters"
- European and African trade
- Europe and Islam I
- The Americas: contact and colonialism
- Europe and Asia
- Missions, maps, and migrants
- Collecting the globe

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director SOCA

Date: September 28, 2022

Subject: Proposal for revision of AH 312 Studies in Baroque Art and Architecture

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 minor revisions to course description and learning outcomes; prerequisites changed to make consistent across all 300-level AH; learning outcomes and typical instructional methods revised to include specific reference to decolonizing and Indigenizing perspectives; new examples of typical course content and corresponding texts

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Mindful of asymmetries of power inherent to the creation of new Baroque artistic languages and traditions in

colonized regions during 17th and 18th centuries this course investigates the cross-fertilization of visual languages between Europe and its various colonies. In order to complicate the ways that we understand visual encounters and exchanges in the early modern world we also explore how Indigenous and hybrid styles that emerged in conquered lands had a global cultural impact. Learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? The course engages with the relationship between the Baroque and perceptions/representations of racial difference. It contextualizes histories of art production during this period in relation to global paradigms such as colonialism, slavery (particularly the trans-Atlantic slave trade). Histories of race and gender are considered.

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 - 200

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2010
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

<mark>Course outline form version: 09/08/2021</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AH 312	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Studies in Baroque Art and Architecture
Course Short Title: Baroque Art & Architecture

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

From the vantage points of the Counter-Reformation and rise of modern European states, this course addresses visual culture from the late 16th through the early 18th century in relation to the rise of the art academies, art theory, religious conflict, scientific discovery, and colonial expansion. It also explores the global cultural impact of Indigenous and hybrid styles. Please consult the department for specific topical focus of a given iteration of the course.

Prerequisites (or NONE):	45 university-level credits or 3 credits of 100- or 200-level Art History. Note: As of January 2024, prerequisites will change to 45 university-level credits or 6 credits of Art History.
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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	October 22, 2021
Faculty Council approval		**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Articulate knowledge of the artistic and cultural production during the Baroque period in relation to social, political, and religious contexts.
2. Describe the stylistic characteristics of Baroque art in its national and regional representations.
3. Explain the methods, materials, subjects, symbols, and signs significant to the period and region.
4. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.
5. Use critical skills in discussing cultural appropriation.
6. Analyze the reception and dissemination of artistic production in the historical context.
7. Utilize art historical methodology through readings and in-depth case studies.
8. Analyze the presence of colonial violence, racism, and misogyny in artworks, art movements, and institutional practices.

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

Assignments:	30%	Final exam:	20%		%
Quizzes/tests:	20%	Project:	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	Aono, J.	Confronting the Golden Age	2015
2.	Textbook	Weststeiin, A.	Republican Empire: Colonialism, Commerce, and Corruption in the Dutch Golden Age	2012
3.				
4.				
5.				

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

Course Content and Topics

- Dutch Republic - Calvinism, Iconoclasm, and art market
- Rembrandt; Rembrandt's workshop
- Women artists: Judith Leyster, Maria Sybilla Merian, Rachel Ruysch,
- Naturalism and interpretation
- Landscape and marine painting
- Scenes of everyday life, domestic interior, still life; architectural painting
- Vermeer and scientific observation; the Delft School
- Revisiting the Dutch "Golden Age" – art, colonial past, and slavery during the 17th century
- The legacy of 17th century Dutch art

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
Dutch Baroque or Art of the "Golden Age":				
1.	Textbook	Berger Hochstrasser, Julie	*Still Life and Trade in the Dutch Golden Age.* Yale UP	2007
2.	Textbook	Blyberg, Janet C, Karina Corrigan et all	*Asia in Amsterdam: The Culture of Luxury in the Golden Age.* Peabody Essex Museum	2015
3.	Textbook	Koerner, Joseph Leo, et all	*The Image of the Black in Western Art,* Volume III: *From the "Age of Discovery" to the Age of Abolition,* Part 1: *Artists of the Renaissance and Baroque.* Belknap Press: An Imprint of Harvard University Press	2010
4.	Textbook	Kolfin, Elmer and Epco Runia	*Black in Rembrandt's Time.* W Books	2020
5.	Textbook	Oostindie, Greg and Jessica V. Roitman	*Dutch Atlantic Connections, 1680-1800: Linking Empires, Bridging Borders.* Brill	2018
6.	Textbook	Sint Nicolaas, Eveline	*Slavery*, Rijksmuseum Amsterdam	2021
Baroque in Italy – Faith, Power, and Spectacle:				
7.	Textbook	Gauvin, Alexander Bailey	*Art on the Jesuit Missions in Asia and Latin America: 1542-1773,* University of Toronto Press	1999
8.	Textbook	Boucher, Bruce.	*Italian Baroque Sculpture,* Thames and Hudson	1998
9.	Journal	Call, Michael T	Boxing Teresa: The Counter-Reformation and Bernini's Cornaro Chapel." *Woman's Art Journal* 18	1997
10.	Textbook	Dixon, Susan M	*Italian Baroque Art* Wiley, Blackwell	2008
11.	Textbook	Fried, Michael	*The Moment of Caravaggio*, Princeton UP	2010
12.	Textbook	Fried. Michael	*After Caravaggio*, Yale UP	2016
13.	Textbook	Levy, Evonne	*Propaganda and the Jesuit Baroque,* University of California Press	2004
14.	Textbook	O'Malley, John W., Gauvin Alexander Bailey, Steven J. Harris, and T. Frank Kennedy, eds	*The Jesuits: Cultures, Sciences, and the Arts, 1540-1773.* University of Toronto Press	1999
15.	Textbook	Rinne, Katherine Wenworth	*The Waters of Rome: Aqueducts, Fountains, and the Birth of the Baroque City,* Yale UP	2011
16.	Journal	Salomon, Nanette	"Judging Artemisia: A Baroque Woman in Modern Art History," in *The Artemisia Files*, ed. Mieke Bal, 33-61. Chicago and London: University of Chicago	2005
European and Global Baroque Art and Architecture:				
17.	Journal	Ashton, Mark	"Allegory, Fact, and Meaning in Giambattista Tiepolo's Four Continents in Würzburg," Art Bulletin 60 (1978), pp.109-125.	1978
18.	Textbook	Bailey, Gauvin Alexander	*Art of Colonial Latin America.* London and New York	2005
19.	Textbook	Bailey, Gauvin Alexander	*The Andean Hybrid Baroque: Convergent Cultures in the Churches of Colonial Peru.* Notre Dame: University of Notre Dame	2010
20.	Textbook	Barker, Emma	Art, Commerce and Colonialism, 1600-1800. Manchester UP	2017
21.	Textbook	Bednorz, Achim and Rolf Toman	*Baroque: Theatrum Mundi – the World as a Work of Art.* H.F.Ullmann Publishing Gmbh	2017
22.	Textbook	Bleichmar, Daniela and Peter C. Mancall, ed	Collecting Across Cultures: Material Exchanges in the Early Modern Atlantic World. Philadelphia: University of Pennsylvania Press	2011

23.	Textbook	Harris, Ann Sutherland	Seventeenth-Century Art & Architecture, 2nd ed. Upper Saddle River, N.J.: Pearson Prentice Hall	2008
24.	Journal	Hochstrasser, Julie Berger	"The Conquest of Spice and the Dutch Colonial Imaginary," in *Colonial Botany: Science, Commerce and Politics in the Early Modern World*, Londa Schiebinger, and Claudia Swan, ed., 169-86 (Philadelphia: University of Pennsylvania Press 2005)	2005
25.	Textbook	Martin, Gregory	*Rubens in London: Art and Diplomacy*. London	2011
26.	Textbook	Menzel, Kristina	*Baroque 1600-1780*. Koenemann:	2020
27.	Textbook	Neuman, Robert	*Baroque and Rococo Art.* Pearson	2013
28.			
29.			
30.			

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

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director SOCA

Date: September 28, 2022

Subject: Proposal for revision of AH 313: Arts in Context: Romanticism

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 minor revisions to learning outcomes; prerequisites changed to make consistent across all 300-level AH; learning outcomes revised to include specific reference to decolonizing and Indigenizing perspectives; new examples of typical course content and corresponding texts

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Romantic (mis)conceptions and (mis)representations of Indigenous peoples and lands and the role these

played in colonial attitudes, encounters, and expansion are considered at various points throughout the course. Learning outcomes have been updated to make decolonizing and Indigenizing content and perspectives more explicit and to correspond to program learning outcomes. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of <u>equity, diversity, and inclusion</u>, through assignment design, topic selection, curriculum delivery, or other methods? Topics include considerations of gender, mental health, race, positioning these as historically contingent aspects of art production

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 - 200

ORIGINAL COURSE IMPLEMENTATION DATE:		January 1995
REVISED COURSE IMPLEMENTATION DATE:		September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**		January 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: AH 313	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Arts in Context: Romanticism
Course Short Title: Arts in Context: Romanticism

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

An examination of visual arts and culture from the late 18th to the mid-19th century, with a primary focus on Romantic art in Western Europe. Romanticism's dominant themes will be considered in relation to the era's profound political and social upheavals.

Prerequisites (or NONE):	45 university-level credits or 3 credits of 100- or 200-level Art History. Note: As of January 2024, prerequisites will change to 45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses / Structure	Course Details

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.)
	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**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

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.)

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Describe the production, circulation, and reception of the visual arts and culture associated with the Romantic movement.
2. Explain the themes, subjects, symbols, and signs significant to Romanticism.
3. Analyze the visual culture of the era in relation to its social and political context, including the cultural politics and aesthetics of colonialism and Orientalism.
4. Use a specialized vocabulary to describe the visual culture of the period.
5. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.
6. Identify the formal elements of a variety of visual media.

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

Assignments:	55%	Final exam:	25%	Quizzes/tests:	20%
	%		%		%

Details: Assignments: proposal and annotated bibliography, reading responses, research paper, journal, or exhibition project.

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Eisenman, S.F.	Nineteenth Century Art: A Critical History	2011
2.	Textbook	Flint, K.	"The Romantic Indian," The Transatlantic Indian, 1776-1930	2009
3.				
4.				
5.				

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

Course Content and Topics

- Setting the stage: art in the eighteenth century
- English visionaries
- French revolutionaries: Classicism and Romanticism in France
- Nature and society: Rousseau and Romantic thought
- Culture and conflict in the North American landscape
- "Mad, bad, and dangerous to know": the artist as outsider
- The politics of "otherness": Orientalism and imperialism
- Madness and margins; Goya's Spain
- Gender issues: brotherhoods, motherhood, and Romantic "exclusions"
- English landscape in the nineteenth century; Romanticism and its repercussions

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: September 28 2022

Subject: Proposal for revision of AH 315: Arts in Context: Contemporary

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 revisions to course description and learning outcomes; prerequisites changed to make consistent across all 300-level AH; learning outcomes and typical instructional methods revised to include specific reference to decolonizing and Indigenizing perspectives

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Throughout the class, Indigenous art and visual culture from across the globe are studied, providing numerous opportunities to learn about Indigenous ways of knowing and being in the world. Learning outcomes

have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Course topics include artistic creations by and representations of historically marginalized groups.

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 - 200

CWC comment and response:

- Suggest specifying in the calendar description (and possibly the course title) that this is "contemporary visual arts" as opposed to other arts such as dance, etc.

  Content in this course is not limited to visual arts and could include examples of dance, film/video, performance art, graphic design, reflecting the interdisciplinary history of contemporary art practices and that making such a specific and hard distinction of visual vs other forms of visual/embodied practice reflects Euro-centric conceptions of art making.

UNIVERSITY OF THE FRASER VALLEY	**ORIGINAL COURSE IMPLEMENTATION DATE:**	January 1995
	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: AH 315	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Arts in Context: Contemporary **Course Short Title:** Arts in Context: Contemporary	
Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

Students will learn about production, circulation, and reception of contemporary arts in their relation to social upheaval, political movements, globalization, and emerging critical thought on race, gender, sexuality, Indigeneity, and class.

Prerequisites (or NONE):	45 university-level credits or 3 credits of 100- or 200- level Art History. Note: As of January 2024, prerequisites will change to 45 university-level credits or 6 credits of Art History.
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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

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.)

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

Upon successful completion of this course, students will be able to:
1. Analyze the production, circulation and reception of visual arts and culture since the end of WWII.
2. Employ specialized vocabulary to describe contemporary visual arts and culture.
3. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of contemporary visual culture.
4. Interpret contemporary visual arts and culture in relation to its socio-political context.
5. Analyze the presence of colonial violence, racism, and misogyny in artworks, art movements, and institutional practices.

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

Assignments:	60%	Final exam:	20%	Quizzes/tests:	20%

Details: Assignments typically include a research essay/research project.

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Gray, V.	"A Culture of Art: Profiles of Contemporary First Nations Women Artists," Restoring the Balance: First Nations Women, Community, and Culture	2009
2.	Textbook	Crosby, M.	"Humble Materials and Powerful Signs: Remembering the Suffering of Others," Rebecca Belmore: Rising to the Occasion	2008
3.	Textbook	Foster, H.	Art Since 1900: 1945 to Present, 3rd ed.	2016
4.				
5.				

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

Course Content and Topics

- Modern to postmodern: some tentative definitions
- *L'art informel,* abstract expressionism and the fetish of Indigenous ceremonial culture
- New York school of photography, neo-avant-garde, pop art
- Happenings, environments, Fluxus, minimalism, conceptual art
- Institutional critique and the appropriation of Indigenous material culture; postmodern architecture
- PoMo pictures and tactics, post-conceptual photography
- Neo-expressionisms, AIDS activist art
- Postcolonial critique, abject objects/racialized others, gender bending
- Pushing boundaries and defying conventions: new Indigenous media on the Northwest Coast
- Art as spectacle, globalization and art

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director SOCA

Date: September 28, 2022

Subject: Proposal for revision of AH 316: Arts in Context: Gender, Art, and Society

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 description and learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program 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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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 critique of the legacy of empire – the colonized mind – has long been advanced by postcolonial thinkers as part of the struggle for decolonization. If we wish fully to understand the complex history of

decolonization and its role in art, then we must acknowledge women's significance and presence in anti-colonial resistance. Post-colonial gender roles – for men as much for women, for queer, gay and lesbian – were shaped in the struggle and no history of decolonization can be completed without attention to the push and pull of gender, whether among colonists and settlers or those who sought or are still engaged to end imperial rule.

Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? Course topics explore the diversity of gender expression and sexuality as well as intersectionality.

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 - 200

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 1998
	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval):	January 2029

UNIVERSITY OF THE **FRASER VALLEY**

<mark>Course outline form version: 09/08/2021</mark>

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AH 316	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Arts in Context: Gender, Art, and Society
Course Short Title: Gender, Art & Society

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

An examination of how gender has influenced the creation and reception of visual arts including a consideration of interrelations of gender, class, race, and sexuality, as well as the impact of feminism and critical theory. The complexities of decolonization and Indigenization regarding gender and art are also addressed.

Prerequisites (or NONE):	45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	Course Details
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(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**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

AH 316	University of the Fraser Valley Official Undergraduate Course Outline	Page **2** of **2**

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

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

1. Articulate the ways in which gender construction has impacted the creation, circulation, and reception of works of art.
2. Describe the origins of some of the key historical and current methodologies and theoretical trends addressing gender issues in arts and visual culture.
3. Interpret visual arts and culture in relation to its socio-political context.
4. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, in the interpretation of gender and the visual arts.
5. Apply critical skills in discussing cultural appropriation.
6. Engage critically in the analysis of visual communication related to gender.
7. Analyze the presence of colonial violence, racism, and misogyny in artworks and art movements.

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

Assignments:	45%	Final exam:	20%		%
Project:	30%	Participation	5%		%

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	Lord, C. and R. Mayer	Art & Queer Culture, 2nd Ed.	2019
2.	Textbook	Townsend-Gault, C. and J. Luna	Rebecca Belmore – The Named and Unnamed	2003
3.	Textbook	Dekel, T.	Gendered: Art and Feminist Culture	2013
4.				
5.				

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

Course Content and Topics

- Gender and art / gender in art history – practice and theory
- Questioning the canon: gender and genre / challenging normative hierarchies established by patriarchy, racism, and colonization
- Gender beyond feminism and "Women's Studies" / gender performativity
- Theorizing the nude
- Rethinking the gaze
- Gender, race, and sex
- Gender and class / gender and nation / gendering decolonization
- Gender and age / gender and ability
- Transgressing gender confines: intersex, queer, trans, two-spirit

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
Texts re decolonizing and Indigenizing the curriculum – General context:				
1.	Journal	Arvin, Maile, et al	"Decolonizing Feminisms: Challenging Connections Between Settler Colonialism and Heteropatriarchy." *Feminist Formations*, vol. 25, no. 1, 8-34	2013
2.	Journal	Carrera, Magali M	"Locating Race in Late Colonial Mexico," in *Art Journal,* Vol. 57, No. 3, 36-45	1998
3.	Journal	Farrington, Lisa E	"Reinventing Herself: The Black Female Nude." *Woman's Art Journal,* Vol. 24, No. 2, 15-23	2003-2004
4.	Novel	King, Thomas	*The Inconvenient Indian: A Curious Account of Native People in North America*. Toronto: Anchor Canada	2013
5.	Journal	Nelson, Charmaine	"Coloured Nude: Fetishization, Disguise, Dichotomy" in *RACAR: revue d'art canadienne / Canadian Art Review,* 22 (1/2): 97-107	1995
Texts re decolonizing and Indigenizing the curriculum – Canadian context:				
6.	Journal	Elston, M. Melissa	Subverting Visual Discourses of Gender and Geography: Kent Monkman's Revised Iconography of the American West." *The Journal of American Culture* 35.2: 181–190	2012
7.	Journal	Hjartarson, Paul	""Virgin Land," the Settler-Invader Subject and Cultural Nationalism: Gendered Landscape in the Cultural Construction of Canadian Cultural Identity," in *Gender and Landscape: Renegotiating Morality and Space*, ed. Lorraine Dowler, et all, London: Routledge, 203-220	2005
8.	Journal	Kardosh, Robert	"Transcending the Particular: Feminist Vision in the Sculpture of Oviloo Tunnillie." *Inuit Art Quarterly* 24.3): 20-31	2009
9.	Journal	Tate, Maggie	. "Re-presenting Invisibility: Ghostly Aesthetics in Rebecca Belmore's *Vigil* and *The Named and the Unnamed*," in *Visual Studies*, Vol. 30 Issue 1): 20-31	2015
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				

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

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director, SOCA

Date: September 28, 2022

Subject: Proposal for revision of AH 320: Art and Culture: Special Topics

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 description updated to make more accurate; prerequisites changed to make consistent across all 300-level AH; revisions to learning outcomes to reflect a broader range of content options and to align with program 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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). As a special topics course, content will vary with different iterations of the course but decolonizing and Indigenizing perspectives have been added to the course learning outcomes and typical instructional

methods. While specific Indigenous content would depend on the selected topic, Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

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

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-$200

![University of the Fraser Valley logo]

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1998
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: AH 320	Number of Credits: 4 Course credit policy (105)

Course Full Title: Art and Culture: Special Topics **Course Short Title:** Art & Culture: Special Topics	

Faculty: Faculty of Humanities	Department (or program if no department): Art History

Calendar Description:

Topics will vary. Students will encounter the artistic and cultural production of a society, period, place, or theme not covered in regular Art History course offerings.

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

Prerequisites (or NONE):	45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

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.)
	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**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)
PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	Date of meeting:	October 22, 2021
Faculty Council approval	Date of meeting:	December 2021
Undergraduate Education Committee (UEC) approval	Date of meeting:	January 27, 2023

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

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

1. Describe the production, circulation, and reception of works of the visual culture of the selected topic.
2. Explain the subjects, symbols, and signs significant to the selected topic.
3. Use a specialized vocabulary to describe the visual culture of the selected topic.
4. Analyze visual culture in relation to relevant social, political, and belief systems.
5. Describe the relevant methods and materials of art-making and building.
6. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.

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

Assignments:	35%	Final exam:	20%		%
Quizzes/tests:	15%	Project:	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	Coombes A.	History after Apartheid: Visual Culture and Public Memory in Democratic South Africa	2003
2.	Textbook	Magubane Z.	Bringing the Empire Home. Race, Class and Gender in Britain and Colonial South Africe	2003
3.				
4.				
5.				

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

Course Content and Topics

- Redefining Modernism in the context of Africa: Modernism and visual production in South Africa
- Apartheid ideology, segregated education, and alternative venues of artistic training such as that offered by the Polly Street Art Centre
- From "Presence Africaine" to Black Consciousness
- Cultural production in the context of "separate development" and forced removals; problematizing the term 'township art'
- Private and church initiatives in opposition to state institutions: The Evangelical Lutheran Arts and Crafts Centre (Rorkes Drift) and liberation theology
- Culture of Resistance: popular and collective forms of art
- Issues of production and reception in relation to local-global relations. From the era of cultural boycotts to that of negotiated settlement
- Sites of memory: Robben Island, District Six and pictorial participation in the Truth and Reconciliation Commission
- The place of 'ethnicity' in the 'new' South Africa: change and continuity in Zulu beadwork; Ndebele visual culture; mural art of South Tswana; San Art and Culture Projects; Lobedu *kgoro*

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director SOCA

Date: September 28, 2022

Subject: Proposal for revision of AH 321: Canada: Contact Zone

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 revisions to course description and learning outcomes; prerequisites changed to make consistent across all 300-level AH; add new resource material

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Entire course dedicated to the study of Indigenous art and artists, colonial history, and circuits of display, providing numerous opportunities to learn about Indigenous ways of knowing and being in the world. Indigenous ways of knowing and being are woven into instructional practices that are

inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods.

7. How does the course reflect principles of [equity, diversity, and inclusion](), through assignment design, topic selection, curriculum delivery, or other methods? Course topics include discussion of relationship between gender and race, particularly in the context of Indigeneity

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 – 200

CWC comment and response:

•   Course title is unusual. Has the department given any thought to making the title more specific to the discipline?

We like the title, as it reflects the theoretical/critical frame of the course in relation to post-colonial studies and the course designation of AH and calendar description makes the discipline clear.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2009
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: AH 321	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Canada: Contact Zone
Course Short Title: Canada: Contact Zone

Faculty: Faculty of Humanities	**Department (or program if no department):** Visual Arts

Calendar Description:

An exploration of post-contact art and visual culture as a mediator between Indigenous and settler communities in pre-and post-Confederation Canada. Considers the social, political, economic, and aesthetic implications of such cross-cultural exchanges, shaped by conflict, negotiation, appropriation, and resistance.

Note: Students with credit for AH 320D cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits or 3 credits of 100- or 200-level Art History. Note: As of January 2024, prerequisites will change to 45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **AH 320D**

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	60
Total hours	**60**

Scheduled Laboratory Hours

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

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Every other year**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	October 22, 2021
Faculty Council approval		**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Discuss the social, cultural, and artistic impacts of contact on Indigenous and settler communities in pre-and -post-Confederation Canada.
2. Define the shifting perceptions and functions of object/image-making by Indigenous people from the early colonial period to the globalized present.
3. Analyze the importance of various government projects and institutions in shaping reception and circulation of Indigenous art.
4. Engage critically in the interpretation of artistic and cultural production in national, regional, and local contexts.
5. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.

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

Assignments:	50%	Final exam:	20%	Project:	30%
	%		%		%

Details:
Individual presentation 15%, group presentation 20%, seminar 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	Duffek, K. & Townsend-Gault, C.	Bill Reid and Beyond: Expanding on Modern Native Art	2005
2.	Textbook	Jessup, L. and Bragg, S. ed.s	On Aboriginal Representation in the Gallery	2002
3.	Textbook	Townsend Gault, C. et al	Native Art of the Northwest Coast: A History of Changing Ideas	2013
4.				
5.				

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

Course Content and Topics

- Pre-contact cultural production by Canada's First Nations
- Post-contact cultural production by Canada's First Nations
- "Ethnographic documentation" of the Imaginary Indian
- Colonial rhetoric: representing the "other"
- Totem poles and carving
- Power of masks: tradition and innovation
- Addressing serious issues with humour
- Response to violence: feminist interventions
- Institutionalization of display and dissemination
- Through contact to connection; shaping identities

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: September 28, 2022

Subject: Proposal for revision of AH 323: Arts in Context: Modernity and Modernism, 1850-1900

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 description and earning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program 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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Students will gain an understanding of what modern art is (or was), and also come away with a sense of the rich terrain of debate informed by postcolonial theory. The course analyzes art in light of many factors -

personal, aesthetic, technical, gender, social, ethnic, political, economic, and institutional. It takes a comparative approach in examining the various colonial legacies and the corresponding decolonizing strategies that inform the production, dissemination, and consumption of art.

Learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? The course considers how the idea of modernism intersects with historical paradigms and frames such as orientalism, colonialism, and racism.

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 - 200

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:

REVISED COURSE IMPLEMENTATION DATE: September 2023

COURSE TO BE REVIEWED (six years after UEC approval)**:** January 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: AH 323	Number of Credits: 4 Course credit policy (105)

Course Full Title: Arts in Context: Modernity and Modernism, 1850-1900
Course Short Title: Modernity & Modernism

Faculty: Faculty of Humanities	Department (or program if no department): Visual Arts

Calendar Description:

Examines the development of the visual arts from 1850 to 1900. Major artistic movements from Realism through Impressionism, to Symbolism and Art Nouveau are explored. Will also address shifts in critical conceptions and art historical problems surrounding modernity and multiple modernisms from post-colonial and Indigenous perspectives.

Note: Students with credit for AH 314 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits or 3 credits of 100- or 200-level Art History. Note: As of January 2024, prerequisites will change to 45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	Course Details
Former course code/number: **AH 314**	Special Topics course: **No**

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

Former course code/number: **AH 314**

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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval		Date of meeting:	October 22, 2021
Faculty Council approval		Date of meeting:	December 2021
Undergraduate Education Committee (UEC) approval		Date of meeting:	January 27, 2023

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

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

1. Explain the production, circulation, and reception of the visual arts and culture from 1850 to 1900.
2. Apply the terms modernity and modernism to cultural production.
3. Articulate major themes, movements, and signal artists and artworks from 1850 to 1900.
4. Analyze the visual culture of the era in relation to its social and political context, including the cultural politics of colonialism, Orientalism, and Primitivism.
5. Use a specialized vocabulary to describe the visual imagery of the period.
6. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.
7. Use critical skills in discussing cultural appropriation.
8. Analyze the presence of colonial violence, racism, and misogyny in artworks and art movements.

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

Assignments:	20%	Final exam:	20%		%
Quizzes/tests:	20%	Project:	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	Loomba, A.	Colonialism/Postcolonialism	2005
2.	Textbook	Madeline, L. ed.	Women Artists in Paris: 1850-1900	2017
3.				
4.				
5.				

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

Course Content and Topics

- Modernity and modernism – Theory, definition, socio-political context– Current re-evaluation: decolonization and Indigenization of the "modern"
- Modern media: popular print and photography
- Realism and naturalism
- Industrialization and the modern metropolis
- Impressionism; women, gender, and class
- Developments in sculpture, architecture, and design
- British art between tradition and innovation; the arts and crafts movement; Pre-Raphaelites/aestheticism
- Orientalism, Primitivism and European colonialism; colonial project and colonial imagination: the exoticized, sexualized and racialized "other," and "noble savage"; symbolism and the exploration of the self
- Paul Cézanne and his legacy
- Multiple modernisms; beyond Europe and America

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
	Texts re decolonizing and Indigenizing the curriculum – General context:			
1.	Textbook	Barkan, Elazar and Ronald Bush, eds	*Prehistories of the Future: The Primitivist Project and the Culture of Modernism.* Stanford University Press	1995
2.	Journal	Chakrabarty, Dipesh	"Postcoloniality and the Artifice of History," in *Provincializing Europe: Postcolonial Thought and Historical Difference.* Princeton: Princeton UP, 27–46	2007
3.	Textbook	Childs, Adrianne L. and Susan H. Libby	*Black and Blackness in European Art of the Long Nineteenth Century.* Routledge	2020
4.	Journal	Childs, Elizabeth C	"The Colonial Lens: Gauguin, Primitivism, and Photography in the Fin de siècle" in Lynda Jessup, ed. *Antimodernism and Artistic Experience: Policing the Boundaries of Modernity*, University of Toronto Press, 50-70	2001
5.	Journal	Clifford, James	"Histories of the Tribal and the Modern," in *The Predicament of Culture: Twentieth-century Ethnography, Literature, and Art.* Cambridge, Mass.: Harvard UP, 189–214	1988
6.	Textbook	Dobie, Madeleine	*Foreign Bodies: Gender, Language, and Culture in French Orientalism.* Stanford and California: Stanford UP	2001
7.	Textbook	Greub, Suzanne, ed.	*Gauguin Polynesia*, Basel: Hirmer Publishers	2011
8.	Textbook	Honour, Hugh, Victor Stoichita, et all	*The Image of the Black in Western Art*, Volume IV: *From the American Revolution to World War I*, Part 2: *Black Models and White Myths: New Edition.* Belknap Press: An Imprint of Harvard University Press	2012
9.	Textbook	Jessup, Lynda, ed.	*Antimodernism and Artistic Experience: Policing the Boundaries of Modernity*, U of Toronto Press	2001
10.	Journal	Levine, Philippa	"States of Undress: Nakedness and the Colonial Imagination," *Victorian Studies* 50: 189-219	2008
11.	Journal	Libby, Susan H. and Adrienne L. Childs, eds.	*The Black Figure in the European Imaginary*. GILES	2017
12.	Textbook	Mainardi, Patricia	*Art and Politics of the Second Empire: The Universal Exposition of 1855 and 1867.* New Haven: Yale University Press	1990
13.	Textbook		*Vénus Noire: Black Women and Colonial Fantasies in Nineteenth-Century France.* University of Georgia Press	2020
14.	Textbook	Murrell, Denise	*Posing Modernity: The Black Model from Manet and Matisse to Today.* New Haven: Yale UP	2018
15.	Journal	Nochlin, Linda	*The Politics of Vision: Essays on Nineteenth-Century Art and Society,* Chapter 3: "The Imaginary Orient," 33-59	1991
16.	Textbook	O'Brian, Elaine et al, eds.	*Modern Art in Africa, Asia, and Latin America: An Introduction to Global Modernisms*, Malden: Wiley Blackwell	2003
17.	Journal	Said, Edward	"Orientalism" [1978], in Bill Ashcroft, Gareth Griffiths and Helen Tiffin, eds *The Postcolonial Studies Reader,* 24-27	2006
18.	Journal	Solomon-Godeau, Abigail	"Going Native: Paul Gaugin and the Invention of Primitivist Modernism" in *Art in America,* Vol. 77, 119-129, 161	1989
19.	Textbook	Weisberg, Gabriel P. et al	*The Orient Expressed: Japan's influence on Western Art, 1854 – 1918.* Mississippi: Mississippi Museum of Art	2011
	Texts re decolonizing and Indigenizing the curriculum – Canadian context:			
20.	Textbook	Jessup, Lynda, ed.	*Antimodernism and Artistic Experience: Policing the Boundaries of Modernity*, U of Toronto Press	2001

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

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

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: September 28, 2022

Subject: Proposal for revision of AH 324: Arts in Context: Avant-Garde Art, 1900-1945

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 description and learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program 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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Students will become familiar not only with key art works, but also with shifts in critical conceptions and art historical problems surrounding modern art, and will gain an understanding of what modern art is

(or was), and also come away with a sense of the rich terrain of debate informed by postcolonial theory. The course analyzes art in light of many factors - personal, aesthetic, technical, gender, social, ethnic, political (including two world wars and social revolutions), economic, and institutional. It takes a comparative approach in examining the various colonial legacies and the corresponding decolonizing strategies that inform the production, dissemination, and consumption of art.

Learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of [equity, diversity, and inclusion](), through assignment design, topic selection, curriculum delivery, or other methods? Learning outcomes include addressing cultural politics of historical frameworks such as colonialism, orientalism and primitivism, topics to address these learning outcomes will include representational histories that impacted historical marginalization of specific groups and historical patterns of exclusion.

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 - 200

10.

ORIGINAL COURSE IMPLEMENTATION DATE:		September 2020
REVISED COURSE IMPLEMENTATION DATE:		September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**		January 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: AH 324	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Arts in Context: Avant-Garde Art, 1900-1945
Course Short Title: Avant-Garde Art, 1900-1945

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

An examination of art agitation and artistic experimentations from around 1900 to 1945. The course focuses on how the arts in Europe and America participated in a redefinition of the past and present in times of political conflict and social upheaval. Beside "master narratives", multiple and diverse modernisms are discussed.

Note: Students with credit for AH 314 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits or 3 credits of 100- or 200-level Art History. Note: As of January 2024, prerequisites will change to 45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s): **AH 314**	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**
Typical Structure of Instructional Hours	Expected frequency: **Every other year**

Typical Structure of Instructional Hours	
Lecture/seminar	60
Total hours	**60**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

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

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Describe developments in the production, circulation, and reception of visual arts from ca.1900 to ca.1945.
2. Define the term avant-garde as it applies to cultural production.
3. Analyze visual arts and culture in relation to its socio-political context, including the cultural politics of colonialism, Orientalism, and Primitivism.
4. Use a specialized vocabulary to describe the visual arts and culture of the period.
5. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of visual culture.
6. Use critical skills in discussing cultural appropriation.
7. Analyze the presence of colonial violence racism, and misogyny in artworks and art movements.

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

Assignments:	20%	Final exam:	20%		%
Quizzes/tests:	20%	Project:	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	Antle, M. and Conley, K.	Introduction: Dada, Surrealism, and Colonialism	2016
2.	Textbook	Foster Hall, ed.	Art Since 1900: Col. 1, 2nd ed.	2011
3.				
4.				
5.				

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

Course Content and Topics

- Avant-garde strategies of the early 20th century: theory, definition, socio-political context, and the "long shadow" of colonialism
- Colonialism, Orientalism, Primitivism and the "modern"
- Futurism and abstraction
- Dada
- German expressionism and New Objectivity (Neue Schlichkeit); metropolis – dream and nightmare; war
- Revolutionary art – searching for utopia: Russian avant-garde art and German Bauhaus
- Surrealism: the revolutionary and the marvelous; primitive and insane art
- Photo-based art
- Art in America: from Armory Show to Works Progress Administration (WPA); Art in America: Canadian Art 1900-1945
- Multiple modernisms; beyond Europe and America

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
Texts re Decolonizing and Indigenizing the curriculum – General context:				
1.	Textbook	Ades, Dawn, Petrine Archer-Shaw, et all	*The Image of the Black in Western Art*, Volume V: *The Twentieth Century*, Part 1: *The Impact of Africa.* Belknap Press: An Imprint of Harvard University Press	2014
2.	Textbook	Alloula, Malek	*The Colonial Harem*. University of Minnesota Press	1986
3.	Textbook	Anderson, Sean	Modern Architecture and its Representation in Colonial Eritrea: An In-visible Colony, 1890-1941. Routledge	2017
4.	Textbook	Archer-Shaw, Petrine	*Interplay Negrophilia: Avant-Garde Paris and Black Culture in the 1920s,* Thames & Hudson	2000
5.	Textbook	Bate, David	*Photography and Surrealism: Sexuality, Colonialism and Social Dissent.* Taurus	2004
6.	Textbook	Cohen, Joshua I	*The "Black Art" Renaissance. African Sculpture and Modernism across Continents*. Oakland: University of California Press	2020
7.	Journal	Flores, Tatiana	"Art, Revolution, and Indigenous Subjects," in Carlos Manuel Salomon, ed. *The Routledge History of Latin American Culture*, Routledge: 2017, 115-134	2017
8.	Textbook	Jessup, Lynda, ed	*Antimodernism and Artistic Experience: Policing the Boundaries of Modernity*, U of Toronto Press	2001
9.	Textbook	Murrell, Denise	*Posing Modernity: The Black Model from Manet and Matisse to Today*. New Haven: Yale UP	2018
10.	Textbook	O'Brian, Elaine et al, eds	*Modern Art in Africa, Asia, and Latin America: An Introduction to Global Modernisms*, Malden: Wiley Blackwell	2003
11.	Journal	Phillips, Ruth	"Aesthetic Primitivism Revisited: The Global Diaspora of 'Primitive Art' and the Rise of Indigenous Modernisms" in *Journal of Art Historiography* Vol. 12 (2015), 1-25	2015
12.	Journal	Silverman, Debora L	"Art Nouveau, Art of Darkness: African Lineages of Belgian Modernism" Part I in: *A Journal of Decorative Arts, Design History, and Material Culture* Vol. 18, No. 2 (Fall-Winter 2011), 139-181	2011
13.	Journal	Silverman, Debora L	"Art Nouveau, Art of Darkness: African Lineages of Belgian Modernism" Part II in: *A Journal of Decorative Arts, Design History, and Material Culture* Vol. 19, No. 2 (Fall-Winter 2012), 175-195	2012
14.	Novel	Torgovnick, Marianna	*Gone Primitive. Savage Intellects, Modern Lives.* University of Chicago Press	1990
15.	Textbook	Tythacott. Louise	*Surrealism and the Exotic*. Routledge	2003
16.	Journal	Watson, Scott	"Race, Wilderness, Territory and the Origins of Modern Canadian Landscape Painting." *Semiotext(e)* 1.2 (1994): 93-104.	1994
Texts re Decolonizing and Indigenizing the curriculum – Canadian context:				
17.	Journal	Crosby, Marcia	"Construction of the Imaginary Indian" in: *Beyond Wilderness, Second Edition. The Group of Seven, Canadian Identity, and Contemporary Art*, John O'Brian and Peter White, eds. McGill-Queen's UP, 2018, 219-222	2018
18.	Textbook	Jessup, Lynda, ed	*Antimodernism and Artistic Experience: Policing the Boundaries of Modernity*, U of Toronto Press	2001
19.	Journal	Moray, Gerta	"Emily Carr and the Traffic in Native Images" in: *Beyond Wilderness, Second Edition. The Group of Seven, Canadian Identity, and Contemporary Art,* John O'Brian and Peter White, eds. McGill-Queen's UP, 2018, 229-235	2018

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

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director SOCA

Date: September 28, 2022

Subject: Proposal for revision of AH 330: Museum Principles and Practices

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 review update of course description and learning outcomes; prerequisites changed to make consistent across all 300-level AH; learning outcomes and typical instructional methods revised to include specific reference to decolonizing and Indigenizing perspectives; new examples of typical course content and corresponding texts

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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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 confronts the colonial legacies of museums in the world -- with special attention to Canada and

British Columbia -- while exploring the intersection of museum practice and social justice through movements to decolonize and Indigenize museums. Students will learn about the ethics and best practices with regard to decolonizing museums and how they grow out of or reject previous museological and collection practices. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of [equity, diversity, and inclusion](), through assignment design, topic selection, curriculum delivery, or other methods? This course considers questions of archive and collection practices, and explicitly addresses how material/cultural artifacts come to be valued (or not) in different cultural contexts, considering questions of social power and privilege as part of this.

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: Field trip costs vary widely, when course is not taught in conjunction with a study tour: $0-$200.

CWC comment and response:

- Will field trips be required outside of class time? If so, a note should be added to the calendar description. (Or is this the "study tour referred to in the course content?)

  The course is clearly marketed as a study tour when the course requires fieldtrips outside of class time (and students will notice this at the point of paying for the study tour).

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2005
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: AH 330	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Museum Principles and Practices	
Course Short Title: Museum Principles & Practices	

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

Exploration of how museums perpetuate aesthetic, cultural, and political interests and how they construct meaning and determine public taste. By analyzing their collections and exhibition practices, this course investigates institutional mandates as well as specific curatorial objectives, issues of display, and issues of reception. It also confronts the colonial legacies of museums.

Prerequisites (or NONE):	45 university-level credits or 3 credits of 100- or 200-level Art History. Note: As of January 2024, prerequisites will change to 45 university-level credits or 6 credits of Art History.
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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	20
Experiential (field trip)	20
Tutorials/workshops	20
Total hours	**60**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Apply the practice and protocol of visiting and viewing museum collections.
2. Articulate an understanding of museum mandates and audience experiences.
3. Apply critical viewing skills in museum settings.
4. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, to the analysis of museum practices.
5. Interpret visual arts and cultural objects displayed in various institutions.
6. Analyze a range of museums and special collections.
7. Engage critically in the analysis of curatorial objectives and issues of display and reception.
8. Apply critical skills in discussing cultural appropriation.
9. Use critical skills in evaluating historical and current practices of collecting, display, and restitution/repatriation.
10. Identify key scholars, curators, artists, and activists practicing within the field of progressive museology, indigenizing and decolonizing museums.
11. Analyze the presence of colonial violence, racism, and misogyny in artworks, art movements, and institutional practices.

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

Final exam:	20%	Project:	40%	Assignments:	40%

Details:
Journal 10%, exhibition review 10%, short essay 15%, participation 5%

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	Janes, R. & Sandell, R. eds.	Museum Activism	2019
2.	Textbook	Collinson et al.	Indigenous Repatriation Handbook	2019
3.	Textbook	Witcomb, A. & Message, K. eds.	Museum Theory	2020
4.				

Course Content and Topics

Study Tour format:
Course content depends on region and museums visited and individual's choice of research area. However, lectures and seminars prior to departure attend to the role of exhibitions and museum programs in relation to:
- institutions histories, their mandates, and public partnerships
- audience development
- principles of museum display and exhibition design
- evaluations of exhibitions in accordance with curatorial objectives

Field exercises and reviews are specified in the Tour Handbook. For example, for the New York Study Tour, students analyze curatorial objectives and issues of reception and display in relation to a range of museums and special collections. These include The Metropolitan Museum of Art; Museum of Modern Art; Frick Collection; Solomon, R. Guggenheim Museum; Cloisters Museum; The Pierpont Morgan Library; Whitney Museum of American Art; International Centre of Photography; Brooklyn Museum of Art; Museum of Contemporary African Diasporan Art; National Museum of the American Indian at the George Gustav Heye Center.

When the course is offered in a classroom format, not in conjunction with a study tour:
- History of collecting, classification, and display
- The origins of the public museum
- Museum architecture and space
- The modern art museum
- The engaging museum: education, spectacle, entertainment
- Decolonizing museums; museums and the Indigenous voice: restitution and repatriation
- Heritage and material objects: mediating memory (trauma, empathy, nostalgia)
- Museum and curatorial ethics
- Participation and interaction in the museum
- Towards new museum: "museum without walls" in virtual world; case studies

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
Typical Text(s) and Resource Materials related to Decolonization and Indigenization of Museums - General:				
1.	Textbook	Brown, Alison K. Laura Peers, eds	*Museums and Source Communities. A Routledge Reader*. London: Routledge	2003
2.	Textbook	Colwell, Chip	*Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America's Culture*. Chicago: Chicago UP	2017
3.	Textbook	Coombes, Annie E. and Ruth B. Phillips, eds.	*Museum Transformations: Decolonization and Democratization*, Wiley-Blackwell	2020
4.	Textbook	Hicks, Dan	*The British Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution.* Pluto Press	2020
5.		Jordan, Miriam and Julian J. Haladyn	"Formations of 'Indian" Fantasies: European Museum and the Decontextualization of Native American Art and Artifacts" in Karsten Fitz, ed. *Visual Representations of Native Americans: Transnational Contexts and Perspectives*. Universitaetsverlag Winter: 2012, 179-193	
6.	Textbook	Lonetree, Amy	*Decolonizing Museums: Representing Native America in National and Tribal Museums.* Chapel Hill: University of North Carolina Press	2012
7.	Textbook	Onciul, Bryony	*Museums, Heritage and Indigenous Voice: Decolonizing Engagement*. London: Routledge	2015
Typical Text(s) and Resource Materials related to Decolonization and Indigenization of Museums: Canadian and BC Context:				
8.	Textbook	Bagg, Shannon and Lynda Jessup, eds	*On Aboriginal Representation in the Gallery*, Gatineau: Canadian Museum of Civilization,	2015
9.		Gordon-Walker, Caitlin	"Beyond Inclusion: Canadian and Indigenous Sovereignties in Mainstream Museums" in *BC Studies* No. 199, Indigeneities and Museums: Ongoing Conversation, Autumn 2008, 129-149	
10.		Jessiman, Stacey R	"The Repatriation of the G'psgolox Totem Pole: A Study of its Context, Process, and Outcome" *International Journal of Cultural Property,* Vol. 18, No. 3, 2011, 365-391	
11.		McMaster, Gerald	"Museums and the Native Voice" in Griselda Pollock and Joyce Zemans, eds. Museums After Modernism*: Strategies of Engagement*, Oxford: Blackwell, 2007, 70-79	
12.	Textbook	Phillips, Ruth B	*Museum Pieces: Toward the Indigenization of Canadian Museums*, Montreal and Kingston: McGill-Queen's UP	2011
13.		Phillips, Ruth B. and Mark Salber Phillips	"Welcoming the Newcomers: Decolonizing History Painting, Revisioning History" in Kent Monkman, *Revision and Resistance: mistikôsiwak (Wooden Boat People) at The Metropolitan Museum of Art*, Art Canada Institute, 2020, 68-82.	
14.		Shelton, Anthony	"Questioning Locality: the UBC Museum of Anthropology and Its Hinterlands." *etnografica*, November 2007, Vol. 11, No. 2, 387-406.	
15.				
16.				
17.				
18.				
19.				
20.				
21.				

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

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director SOCA

Date: September 28, 2022

Subject: Proposal for revision of AH 340: Art and Fashion

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 description and learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program 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): NA

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)? SoCA Curriculum Committee (Visual Arts, Theatre, Media Arts, Graphic and Digital Design, Communications, Creative Writing, Art History, Media and Communications Studies, Teaching and Learning (Indigenization), BFA Advising)

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). Informed by postcolonial perspectives this course aims to shed light on the topos of global interconnectedness as well as on situations that are often of asymmetrical power and exchange. Practices of fashioning,

styling, and their visual representation are considered and explored as having a fundamental role in the production of emancipatory identity politics, individual and group agency, and countercultural resistance. This course operates with a wider understanding of fashion, dress, style and visual arts while engaging the analytic scopes of postcoloniality, decolonization, and Indigenization. Learning outcomes have been updated to make decolonizing and Indigenizing approaches more explicit and to correspond to program learning outcomes. Indigenous ways of knowing and being are recognized and woven into instructional practices that are inherent in art historical analysis, which is holistic, relational, and contextual. Visual and material culture and modes of communication form the core of our primary material, and we train students to explore these from multiple perspectives that develop appreciation of and respect for cultural contexts, and require personal, reflective, and relational consideration as tools for understanding. Elements of story-telling, embodied/experiential learning, and talking circles are infused in instructional methods. Where applicable, the work of indigenous creative practitioners and scholars will be considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? Topics include considerations of gender, sexuality, gender presentation, and intersectionality.

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 - 200

	ORIGINAL COURSE IMPLEMENTATION DATE: September 2005
UNIVERSITY OF THE FRASER VALLEY	**REVISED COURSE IMPLEMENTATION DATE:** September 2023
	COURSE TO BE REVIEWED (six years after UEC approval): January 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: AH 340	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Art and Fashion **Course Short Title:** Art & Fashion

Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

Students will examine art and fashion with attention to wardrobe as cultural phenomenon and means of communication. The course considers emblematic dimensions of dress and purpose of dress beyond mere functionality. Effects of and resistance to colonial legacies in fashion and art are examined.

Note: Students with credit for AH 341 cannot take this course for further credit.

Prerequisites (or NONE):	45 university-level credits or 6 credits of Art History.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s): **AH 341, FD 340**	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**
	Expected frequency: **Every other year**

Typical Structure of Instructional Hours

Lecture/seminar	60
Total hours	**60**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	October 22, 2021
Faculty Council approval	**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Describe developments in the production, circulation, and reception of textile arts and fashion design.
2. Identify significant historical developments in the relationship between art and fashion design.
3. Interpret visual culture and fashion in relation to their socio-political contexts, Orientalism, Primitivism and colonialism.
4. Apply critical approaches and worldviews, including decolonizing and Indigenizing perspectives, in the interpretation of fashion and art.
5. Use critical skills in discussing cultural appropriation.
6. Engage in the critical analysis of visual communication related to fashion and art, including decolonizing and Indigenizing approaches.
7. Analyze the presence of colonial violence, racism, and misogyny in artworks/fashion designs, art movements/fashion trends, and institutional practices.

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

Assignments:	30%	Final exam:	20%		%
Quizzes/tests:	20%	Project:	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	Ribeiro, A.	Clothing Art: The Visual Culture of Fashion, 1600-1914	2016
2.	Textbook	Gaugele, E. & Titton, M., eds.	Fashion and Postcolonial Critique	2019
3.				
4.				
5.				

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

Course Content and Topics

- The politics of appearance; clothing the body; creating an image; painted faces, tattooed Skin, hairdos
- Dress and skirt; pants and breeches as primary signifiers of class and gender
- "The Emperor's New Clothes" or the rhetoric of power
- From clothes to costume; drama and theatricality in art and fashion
- Historicism and exoticism or dressing the part; fashion victims
- Fashion and modernity: the painters of modern dress; modernism and fashion
- Race and ethnicity; folklore and ethnic variations; nationalism and local identities
- Sartorial parody: clothing as subversion and provocation; dress and artistic Bohemia
- Androgynous aesthetics; gender-bending fashion
- Colonial impact on fashion; cultural appropriations in fashion
- Indigenous fashion

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
Typical Texts re Decolonization and Indigenization – General context:				
1.	Textbook	Clifford, James	*Returns: Becoming Indigenous in the Twenty-First Century*. Cambridge, MA: Harvard UP	2013
2.	Textbook	Colchester, Chloe	*Clothing the Pacific*. Berg Publishers	2003
3.	Textbook	Deloria, Philip Joseph	*Playing Indian*. New Haven: Yale UP	1998
4.	Textbook	Eicher, Joanne B., and Sandra Lee Evenson	*The Visible Self: Global Perspectives on Dress, Culture and Society*. Fairchild Books	2014
5.	Textbook	Metzger, Sean	*Chinese Looks: Fashion, Performance and Race*. Bloomington: Indiana UP	2014
6.	Textbook	Miller, Monica L	*Slaves to Fashion: Black Dandyism and Styling of Black Diasporic Identity*, Duke UP	2009
7.	Textbook	Root, Regina and Joanne B. Eicher, eds	*Latin American Fashion Reader (Dress, Body, Culture)*, Berg Publishers	2005
8.		Stilling, Robert	"An Image of Europe: Yinka Shonibare's Postcolonial Decadence" in *PMLA* Vol.128, No.2 (March 2013), 299-321.	
9.	Textbook	Tarlo, Emma	*Visibly Muslim: Fashion, Politics, Faith*, Bloomsbury Academic	2010
Typical Texts re Decolonization and Indigenization – Canadian context:				
10.		Augaitis, Daina and Kathleen Ritter	*Rebecca Belmore (Rising to the Occasion)*, VAG	2007
11.		Racette, Sherry Farrell	"Beads, Silk and Quills: The Clothing and Decorative Arts of the Metis." *Metis Legacy* (2001): 181-88	
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

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

Memo for Course Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director, SoCA

Date: September 28, 2022

Subject: Proposal for revision of AH 490 Directed Studies in Art History and Visual Studies

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: Minor revisions to learning outcomes

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)? SOCA

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 will depend on the topic devised by the student, but wherever possible the faculty advisor will ensure appropriate decolonizing and Indigenizing content, scholarship, worldviews and approaches are considered.

7. How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods? This will depend on topic selected by student.

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 – 200

CWC comment and response:

*   Can an example topic be included in the course content section?

    No. The whole point is that the student develops their own topic.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2016
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: AH 490	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Directed Studies in Art History and Visual Studies **Course Short Title:** Directed Studies: AH & Vis Stu	
Faculty: Faculty of Humanities	**Department (or program if no department):** Art History

Calendar Description:

For upper-level students who wish to pursue an independent course of concentrated study in a topic not otherwise offered.

Prerequisites (or NONE):	60 university-level credits, including 12 credits of Art History with a minimum of 4 credits of 300- or 400-level Art History, and department 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.)

Course Details

Special Topics course: **Yes**
  (If yes, the course will be offered under different letter designations representing different topics.)

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

Grading System: **Letter grades**

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

Expected frequency: **Infrequent**

Maximum enrolment (for information only)**: 6**

Typical Structure of Instructional Hours

Tutorials/workshops	15
Supervised directed learning (directed studies only)	45
Total hours	**60**

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.)

Scheduled Laboratory Hours

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

Department approval		**Date of meeting:**	October 22, 2021
Faculty Council approval		**Date of meeting:**	December 2021
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Write a comprehensive proposal to define an area of art historical interest, including appropriate bibliography.
2. Plan and draft an extended art historical scholarly research essay or substantial project.
3. Articulate the themes, methodologies, and theories of the course essay or project.
4. Apply advanced editorial skills in revising the essay or project.
5. Undertake advanced independent research in an art historical topic.
6. Present advanced independent project or extended scholarly research essay in an art historical topic.
7. Engage in self-reflective learning.

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

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

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.)*

Course Content and Topics

Content will be determined by the topic or project selected by the student in consultation with the directing faculty member.

Memo for Program Changes

To: CACC, UEC

From: Heather Davis-Fisch, Director, School of Creative Arts

Date: September 28, 2022

Subject: Program change (Art History extended minor and minor program revisions)

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

   ☐ Program revision that requires new resources

   ☒ Addition of new course options or deletion or substitution of a required course

   ☐ Change to the majority of courses in an approved program

   ☐ Change to the duration, philosophy, or direction of a program

   ☐ Addition of a new field of specialization, such as a concentration

   ☐ Change in requirements for admission

   ☐ Change in requirements for residency or continuance

   ☐ Change in admission quotas

   ☐ Change which triggers an external review

   ☐ Deletion of a program not included in the Program Discontinuance policy

   ☐ Other – Please specify:

2. Rationale for change(s): Changes to required courses in the minor and extended minor are to ensure a global approach at the introductory level (AH 100: History of Art & Culture in a Global Context) and in the extended minor also to ensure more focused Indigenous content (AH 204 Indigenous Art of the Northwest Coast OR AH 321 Canada: Contact Zone). This change supports the AH extended minor learning outcome, to "Articulate the diversity of material and visual production, with special attention to Indigenous lands and histories".

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? The required courses now include a 100-level course with substantial Indigenous content in a global context, plus students must take one course with an Indigenous (Northwest Coast/Canadian) focus at either the lower or upper level as part of their extended minor.

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? n/a

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.

Art History extended minor

Lower-level requirements: 18 credits ([see Note](#))

Course	Title	Credits
AH 100	~~One 100-level AH course~~History of Art and Culture in a Global Context	3
Plus:	Three additional 100-level AH credits	3
AH 200	Art History and Its Methods	3
~~12~~Nine additional credits of lower-level AH, which may include three credits of any lower-level FILM or VA, or one of GD 102, IPK 277, LAS 206/ANTH 206/MACS 206/SOC 206, MUSC 150, THEA 203, THEA 204.~~one of:~~		~~12~~9
~~ANTH 111~~	~~First Nations of British Columbia — Traditional Cultures~~	-
~~ENGL 170~~	~~Topics in Literature~~	-
~~FD 193~~	~~History of Fashion (discontinued)~~	-
~~FILM 110~~	~~Introduction to Cinema~~	-
~~FILM 120~~	~~The History and Aesthetics of World Cinema~~	-

~~FILM 200~~	~~Special Topics in Film~~	-
~~FILM 220~~	~~India on Film~~	-
~~LAS 206/ ANTH 206/ MACS 206/ SOC 206~~	~~The Politics of Art in Latin America~~	-
~~MUSC 150~~	~~Introduction to Music History — Music of the Twentieth Century~~	-
~~PHIL 250~~	~~History of Western Philosophy: Ancient Greek Philosophy~~	
~~PHIL 251~~	~~History of Western Philosophy: Desartes to Kant (discontinued)~~	
~~PHIL 252~~	~~History of Continental Philosophy~~	-
~~THEA 201~~	~~History of Theatre: 19th Century to Present (discontinued)~~	-
~~THEA 203/ ENGL 233~~	~~Performance History I: Antiquity to 1600~~	-
~~THEA 204/ ENGL 234~~	~~Performance History II: 1600–1900~~	-
	~~Any lower level VA course~~	

Upper-level requirements: 16 credits (see Note)

Course	Title	Credits
	16 credits of upper-level AH	16

Indigenous content requirement: 3-4 credits

Course	Title	Credits
AH 204 or AH 321	Indigenous Art of the Northwest Coast Canada: Contact Zone	3-4

Note: Students can use the Indigenous content requirement toward either lower-level or upper-level requirements for the Art History extended minor.

Art History minor

Lower-level requirements: 12 credits (see Note)

Course	Title	Credits
AH 100~~-~~	~~History of Art and Culture in a Global Context~~One 100-level AH course	3
AH 200	Art History and Its Methods	3
Plus:	Two additional lower-level AH courses	6

Upper-level requirements: 16 credits (see Note)

Course	Title	Credits
	16 credits of upper-level AH	16

Indigenous content requirement: 3-4 credits

Course	Title	Credits
AH 204 or AH 321	Indigenous Art of the Northwest Coast Canada: Contact Zone	3-4

Note: Students can use the Indigenous content requirement toward either lower-level or upper-level requirements for the Art History minor.

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, CMNS Curriculum Committee

Date: March 09, 2022

Subject: Proposal for revision of CMNS/MACS 212: Introduction to Media and Public Relations

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: Textbook

2. Rationale for change:

   The course was ready for six-year review. The calendar description and learning outcomes were rewritten to reflect the changes in the industry and highlight the focus of the course.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

   The changes to the outcomes are minor. They have been reworded to expand the various contexts for public relations practices and media channels. This implies the inclusion of diverse ways of practicing public relations for profit, not-for-profit, and government organizations.

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 cross-listed with MACS (Media and Communication Studies). As stated, the changes in this course outline are minor and won't affect the program.

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

   We consulted with MACS and both departments agreed on 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).

   In addition to our department approach that recognizes the importance of including various individual, group and cultural identities, we updated learning outcome number 4 "Describe public relations practices in different contexts, including corporate, government, non-profit and community settings" to further emphasize the diversification of the context in which public relations is practiced, which in turn will affect the types of stakeholders, media channels and tactics.

   For example, in analyzing some PR campaigns nationally and globally, we will take into consideration the organizations implementing them and the framework in which engagement happens. Applying this to an indigenous PR campaign, this allows for a deeper understanding of indigenous principles and values that influence the engagement process, of the duty to consult with the Elders, and of the indigenous protocols. These are the issues that are often overlooked in the mainstream PR practices.

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

   We are including more materials from other countries outside of Canada, the USA, and European Union. These fit under all categories of PR theories, media environment, PR strategies and tactics. All materials and assignments are uploaded to Blackboard and checked for accessibility.

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:

   $55

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1990
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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 212	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Media and Public Relations
Course Short Title: Intro Media & Public Relations

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students tailor messages to a specific target audience in today's complex media environment, through analysis, creativity, and development of skills. This course examines the public relations history, environment, and process, as well as the increasingly diverse publics, channels, and tools used in the field.

Note: This course is offered as CMNS 212 and MACS 212. Students may take only one of these for credit.

Prerequisites (or NONE):	One of the following: CMNS 125, CMNS 145, 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: **MACS 212**

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.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

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

Typical Structure of Instructional Hours

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

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.)

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	April 1, 2022
Faculty Council approval	**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

Learning Outcomes

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

1. Discuss the origins and development of public relations practice.
2. Apply basic public relations theories to PR campaigns.
3. Relate the basic principles of ethical communication in media and public relations.
4. Describe public relations practices in different contexts, including corporate, government, non-profit, and community settings.
5. Analyze target publics/stakeholders' use of traditional and social media.
6. Assess the communication environment and various media channels.
7. Apply analyses of audiences and the media environment to public relations planning and deployment.
8. Produce public relations materials for target audiences.
9. Conduct effective media relations, including responding to media questions and requests.

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

Assignments:	80%	Quizzes/tests:	20%		%

Details: includes in-class assignments

Weekly quizzes: 20%
Weekly media monitoring and discussion: 20% (group and individual)
Press conference and kit: 25%
PR campaign analysis: 20%
Social media audit: 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.	Book	Kelleher, T. & Males, A.M.	Public Relations – Canadian Edition, Oxford University Press Canada	2020
2.	Website	Canadian Government	First Nations Communication Toolkit https://www.sac-isc.gc.ca/eng/1100100021860/1614352707074#ch4	2015
3.				

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

Course Content and Topics

Typical Course Content and Topics

- Introduction to the course. Assignments, group work, expectations. Defining public relations and the historical evolution of public relations as a craft.
- Introducing basic theories of public relations: Stuart Hall's encoding/decoding model, James Grunig's four models of PR.
- Exploring ethical issues and dilemmas in communication and public relations.
- Practicing public relations as a client-driven activity.
- Identifying target audiences, demographics, situational traits, ideological identities.
- Understanding audience motivations and behaviours.
- Categorizing stakeholder groups and understanding their relationship to the communicator.
- Recognizing the vast range of communication media available for public relations.
- Understanding the media environment.
- Comparing the impacts of both digital and traditional media on a target audience.
- Using audience analysis and knowledge of the media environment to plan communications.
- Understanding the importance and role of persuasion in public relations.
- Developing persuasive messages for target audiences.
- Preparing materials for the media: news release, media kit.
- Preparing for media engagement.
- Engaging the media live: press conferences, interviews, scrums, questions.
- Understanding the architecture of a public relations scenario.
- Understanding the flow and distribution of information and communication during a public relations scenario.
- Responding to public relations demands under pressure.

UNIVERSITY OF THE FRASER VALLEY	**ORIGINAL COURSE IMPLEMENTATION DATE:**	September 1990
	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029
	Course outline form version: 06/18/2021	

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: MACS 212	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Media and Public Relations
Course Short Title: Intro Media & Public Relations

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Official Course Outline:

This is a cross-listed course. Please refer to **CMNS 212** for the official course outline.

Calendar Description:

Students tailor messages to a specific target audience in today's complex media environment, through analysis, creativity, and development of skills. This course examines the public relations history, environment, and process, as well as the increasingly diverse publics, channels, and tools used in the field.

Note: This course is offered as CMNS 212 and MACS 212. Students may take only one of these for credit.

Prerequisites (or NONE):	One of the following: CMNS 125, CMNS 145, 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: **MACS 212** 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.)*	**Transfer Credit** *(See bctransferguide.ca.)* Transfer credit already exists: **Yes** Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*

Department / Program Head or Director	**Date approved:**	April 1, 2022
Faculty Council approval	**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, CMNS Curriculum Committee

Date: March 09, 2022

Subject: Proposal for revision of CMNS 312: Public Relations Campaigns

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: Textbook and additional materials

2. Rationale for change:

   The course was ready for six-year review. The calendar description and learning outcomes were rewritten to reflect the changes in the industry and highlight the focus of the course. We also reviewed and changed the prerequisites based on:

   - The need for consistency of prerequisites for 300-level courses in CMNS

   - A review of prerequisites for students having taken this course in the last five years: 95/121 students met the prerequisite of having 9 CMNS/MACS credit points. The remaining students used the prerequisites of CMNS/MACS212, CMNS 300, CMNS316, CMNS360, and CMNS 280. The 9 CMNS/MACS credit points could include non-public relations or non-organizational communication courses, which wouldn't provide students with sufficient essential knowledge about public relations or organizational communication process to do well in this course

   - Work-integrated learning element: Students work with real clients in this course to write effective public relations plans so that clients can implement with minor modifications. This requires a relatively high skills in research, teamwork, public relations, organizational communication as well as commitment and professionalism from students

   - Instructor' feedback on the declining passing level of students in the last four years: Depending on how many the students have taken a public relations or an organizational communication

> course before coming to CMNS312, the instructor had to tailor the content to include basic public relations knowledge, which limited the opportunity to deepen specialized topics.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

   The changes to the outcomes are minor. They have been reworded to reflect key steps of the strategic PR planning process. Since strategic PR planning process per se requires the consideration of various stakeholders and communication preferences, we added another learning outcome (no.8) to encourage students to further embrace differences in their learning of and encounter with PR theories and practices.

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

   No.

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

   None.

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   In addition to our department approach that recognizes the importance of including various individual, group and cultural identities, we added learning outcome number 8 "Use public relations theories and practices to embrace differences" to further highlight the importance of taking on different approaches to learning and practicing public relations.

   For example, students are introduced to the indigenous way of communicating effectively and strategically. This requires communication activities to be started and centered around people, including meeting the Chief, Council and administration of the community individually and seeking support from the leadership before carrying out a PR plan.

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

   We are including more materials from other countries outside of Canada, USA, and the European Union. These fit under all categories of PR theories, media environment, PR strategies and tactics.

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:

   $55

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1998
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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 312	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Public Relations Campaigns
Course Short Title: Public Relations Campaigns

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students explore how social, political, and commercial advancements often generate public relations campaigns that in turn spark further changes. The course gives students the opportunity to strategize and plan persuasive and creative campaigns designed to gain attention, and motivate targeted audiences to take action.

Prerequisites (or NONE):	One of the following: CMNS 212/MACS 212, CMNS 280, CMNS 300, CMNS 316, CMNS 360, or nine credits of CMNS and/or MACS courses. Note: As of January 2024, prerequisites will change to one of the following: CMNS 212/MACS 212, CMNS 300, CMNS 316, or CMNS 360.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours		**Expected frequency: Every other year**
Lecture/seminar	25	Maximum enrolment (for information only)**: 25**
Tutorials/workshops	20	**Prior Learning Assessment and Recognition (PLAR)**
		PLAR is available for this course.
Total hours	**45**	**Transfer Credit** *(See **bctransferguide.ca**.)*

Scheduled Laboratory Hours		Transfer credit already exists: **Yes**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes		Submit outline for (re)articulation: **No**
		(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	April 1, 2022
Faculty Council approval	**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Conduct an organizational communication audit.
2. Analyze the internal and external environment for organizational PR opportunities and vulnerabilities.
3. Compose persuasive public relations messages for stakeholders.
4. Plan public relations campaign strategies.
5. Use communications tactics that are consistent with overarching campaign strategy.
6. Design public relations metrics to monitor and measure campaign success.
7. Develop a complete public relations campaign plan.
8. Use public relations theories and practices to promote inclusivity.
9. Apply Indigenous way of communicating effectively and strategically.

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

Assignments:	80%	Quizzes/tests:	20%		%

Details:

In-class quizzes	20%
Communications audit	10%
Public relations case study	15%
Public relations campaign plan	55%

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	Smith, R.D.	Strategic Planning for Public Relations, 6th ed, Routledge: NY	2021
2.	Journal	Public Relations Review	Various articles on strategic PR planning, case studies and social media, including: • Benoit, W. (1997). Image repair discourse and crisis communication. https://doi.org/10.1016/S0363-8111(97)90023-0 • Davies, C. & Hobbs, M. (2021) Irresistible possibilities: Examining the uses and consequences of social media influencers for contemporary public relations. https://doi.org/10.1016/j.pubrev.2020.101983 • Dutta, M.J. & Elers, S. (2020). Public relations, indigeneity and colonization: Indigenous resistance as dialogic anchor. https://doi.org/10.1016/j.pubrev.2019.101852 • Kent, M. (2015). The power of storytelling in public relations: Introducing 20 master plots	

Course Content and Topics

- Introduction to the course: assignments, group work, expectations
- The 21st century media environment
- The public relations industry
- Media relations, stakeholder relations, lobbying, and community relations
- Understand elements of a successful public relations campaign
- Use case studies as an effective learning tool in PR
- Scan the media environment for content and trends
- Analyze an organization's professional brand
- Develop a communications audit
- Study persuasive public relations messages
- Develop tailored messages for specific target audiences
- Study effective and noteworthy campaign strategies
- Develop broad campaign strategies to lead the public relations campaign planning process
- Study both classic and new and innovative public relations tactics
- Develop tactics that are consistent with overarching campaign strategies
- Put together budget and timeline for a public relations campaign
- Develop public relations metrics to monitor and measure campaign success
- Develop a complete public relations campaign plan

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, CMNS Curriculum Committee

Date: December 6, 2021

Subject: Proposal for revision of CMNS 316: Communicating for Social 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: Textbook

2. Rationale for change:

   The course was ready for six-year review. The calendar description and learning outcomes were rewritten to reflect the changes in the industry, highlight the focus of the course, and include the Indigenous way of learning.

   The number of credit point was also adjusted to 45 to be on par with the prerequisites of other 300-level CMNS 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):

   The changes to the outcomes are minor. They have been reworded to highlight specific steps in strategic social media planning process and include the Indigenous way of learning.

   In the added learning outcome "Incorporate Indigenous value expression, including relational, holistic, and spiritual approaches, into social media content strategy and channel choice", the spiritual approach connotes the relationships with one's internal and external worlds and life purposes.

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

No.

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

None.

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

In addition to our department approach that recognizes the importance of creating messages that support individual, group and cultural identities of all potential audiences, we updated a specific learning outcome to further emphasize the need for involving all stakeholders, building long-term relationships, partaking in community activities while considering the expression and of importance of emotion, spirit, and knowledge in social media activities.

For example, in analyzing the audience, we will look at Indigenous community generated social media content and its impact on connecting Indigenous communities throughout North America and globally. Readings and lectures will address the creation, and responses to, the abundance of harmful content that Indigenous people (and other identity groups) face online, to understand purposeful use of social platforms.

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

We are including more materials from non-mainstream social media, including for example, Black Twitter or more Asia-specific platforms such as WeChat and Weibo. These fit under all categories of communicating on social media, including environmental scanning, audience analysis, content strategies etc.

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:

$95

	ORIGINAL COURSE IMPLEMENTATION DATE:	September 2013
	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval):	January 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 316	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Communicating for Social Media
Course Short Title: Communicating for Social Media

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students will learn strategic social media planning and writing. Students will integrate communication with organizational goals and external environments. This process includes conducting ethical research for social media audits, targeting online and intercultural audiences and their communication needs, selecting relevant content strategies for different social media platforms, and measuring the impacts of social media campaigns.

Note: Students will be required to participate in global social media environments.

Prerequisites (or NONE):	45 university-level credits including 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:

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.)

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**

Typical Structure of Instructional Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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 7, 2022
Faculty Council approval	**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Develop a social media plan and rationale to align with organizational vision, mission, and values.
2. Conduct a social media audit using ethical primary and/or secondary research.
3. Analyze social media audiences and their needs.
4. Use digital media platforms strategically.
5. Produce, curate, and edit audio-visual and written social media content for organizational purposes.
6. Manage organizational social media accounts effectively.
7. Incorporate Indigenous value expression, including relational, holistic, and spiritual approaches into social media through content strategy and channels choice.
8. Collaborate as a small group using digital tools to share workload and writing tasks.
9. Describe the importance of analytics in managing social media.

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

Assignments:	100%		%		%
	%		%		%

Details:

Digital discussion facilitation	20%
Student oral presentation	15%
Social media audit	15%
Social media plan	20%
Account management	20%
Collaboration, leadership, and self-reflection	10%

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Freberg, K.	Social media for strategic communication: Creative strategies and research-based applications.	2018
2.				
3.				
4.				
5.				

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

Access to Blackboard (UFV online) and instructor created materials

Course Content and Topics

- Introduction
- Strategic planning for social media
- Environmental scanning
- Social media audit
- Audience analysis and segmentation
- Social media impact funnel
- Content strategies for social media
- Writing for social media
- Social media platform evaluation
- Writing for different platforms
- Budget and timeline
- Measurement and evaluation KPIs and ROI

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: January 12, 2022

Subject: Proposal for revision of CMNS 351

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 calendar description has been revised for conciseness to make it more accessible for students.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

    The changes to the course outcomes now emphasize the importance of document design in the process of creating a formal report. The outcomes now also emphasize the report as a potential tool in affecting decision making and meeting stakeholder expectations/needs. The latter change was made with Indigenous ways of learning and knowing in mind, with the aim of allowing students the space to consider the communities and individuals that are affected by the aims and findings of formal reports.

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)? The revised outline is finalized based on consultation within the Department of Communication, a department in the College of Arts.

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   As stated above, the course outline now emphasizes the potential that reports hold for affecting change. The course content includes both sections/units on reaching diverse audiences and employing Indigenous ways of knowing and learning in the research stage of the report-writing process. To support students during the research stage, an OER resource has been added, *Pulling Together: A Guide for Researchers, Hiɫk̓ala*.

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 report writing with the aims of including members/organizations in the community in their work circulates. As well, there is an emphasis, reinforced in the learning outcomes, on analysis of and working with 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.

   N/A

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

   The costs of textbooks are between $50 and $80, depending on whether the student gets a digital or hard-copy version of the textbooks.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2006
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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 351	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Formal Research Report Writing
Course Short Title: Formal Research Report Writing

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students learn to produce an analytical, formal research document commonly used in business, industry, information technology, the arts, the natural and social sciences, and humanities. Students propose and manage a research project in their career field and practice research skills and methods and responsible documentation of sources.

Prerequisites (or NONE):	CMNS 251.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*			**Course Details**
Former course code/number:			Special Topics course: **No**
Cross-listed with:			*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):			Directed Study course: **No**
(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.)			*(See policy 207 for more information.)*
			Grading System: **Letter grades**
			Delivery Mode: **May be offered in multiple delivery modes**
Typical Structure of Instructional Hours			Expected frequency: **Annually**
Lecture/seminar		20	Maximum enrolment (for information only)**: 25**
Tutorials/workshops		25	**Prior Learning Assessment and Recognition (PLAR)**
			PLAR is available for this course.
	Total hours	**45**	**Transfer Credit** *(See **bctransferguide.ca**.)*
Scheduled Laboratory Hours			Transfer credit already exists: **Yes**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes			Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*
Department approval		**Date of meeting:**	February 4, 2022
Faculty Council approval		**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Identify a specific topic or a problem in a discipline/career field.
2. Target a specific audience and anticipate techniques for adapting the report.
3. Analyze the rhetorical strategies in a peer-reviewed, published report.
4. Employ a specific research proposal/work plan.
5. Use the act of report writing to further explore stakeholder needs and connect with decision makers.
6. Demonstrate ethical research and documentation methods.
7. Use document design conventions appropriate to the genre in production of the final report.
8. Employ Indigenous ways of knowing and learning in research.
9. Produce a quality report that meets the objectives of the initial proposal and audience analysis.
10. Summarize the report findings in a briefing or poster.

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

Assignments:	100%	%	%

Details:

Exercises related to topic development	5%
Formal proposal / work plan of term project	15%
Annotated bibliography	10%
Literature review	15%
Progress report	10%
Outline of final document	5%
Presentation of term project	10%
Term project document	30%

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Meyer, C.	Communicating for Results	2020
2.	OER book	Biin, D, Canada, D, Chenoweth, J. & Neel L.	Pulling Together: A Guide for Researchers, Hiɫk̓ala	2021
3.	Indigenous knowledge	Younging, G	Elements of Indigenous style: A guide for writing by and about Indigenous Peoples	2018
4.				

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

Course Content and Topics

- Overview of the course and of the term project; guidelines and requirements
- Brainstorming, defining, and refining the research problem and purpose; audience analysis and adaptation to audience profile
- Types of long formal research documents: formal proposals, informational reports, analytical reports, manuals, instructional materials, etc.
- The importance of stakeholder analysis in the development of your research report focus
- Reaching diverse audiences
- Employing Indigenous ways of knowing and learning in the research stage of the report-writing process
- Time and project management: proposal / work plan
- Research skills and methods; documentation styles and methods; ethics of documentation
- Presentation of progress report; peer and instructor feedback
- Annotated bibliography and literature review
- Data analysis, evaluation, and organization; the logics of disciplines and of presentation of research findings; in-depth outlining
- Document composition and design; use of rhetoric and graphic aids for presentation of data, ideas, and arguments
- Report components: executive summary, introduction, findings, recommendations and conclusions, etc.
- Preparing a formal speech from research findings; review of oral presentation skills, methods, use of audio-visual aids for long documents
- Presentation of term project; feedback and evaluation

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: October 14, 2021

Subject: Proposal for revision of CMNS 390

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

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

   ☒ Six-year review

   ☐ Number and/or course code

   ☐ Credits and/or total hours

   ☐ Title

   ☒ Calendar description

   ☒ Prerequisites and/or co-requisites

   ☒ Frequency of course offering

   ☒ Learning outcomes

   ☒ Delivery methods and/or texts and resource materials

   ☐ PLAR options, grading system, and/or evaluation methods

   ☐ Discontinuation of course

   ☐ Other – Please specify:

2. Rationale for change:

   As part of the six-year review, we updated the course to reflect current teaching practice and technical writing standards.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

   The changes are not substantial, but the learning outcomes were re-worded to more accurately reflect the third-year level of the course and emphasize concepts such as ethics and writing for diverse audiences.

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

   No.

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

   None.

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

Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

This course focuses heavily on audience analysis and meeting the needs of diverse audiences in creating instructions and manuals, so students will explore the particular needs of Indigenous audiences among others. The assignments are designed to allow assessment to occur across multiple modes of expression including written assignments, team work, presentations, and visual elements. Students are asked to reflect specifically on the principles of equity, diversity, and inclusion when creating documentation, with a focus on writing for Indigenous audiences.

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

   Students are asked to reflect specifically on the principles of equity, diversity, and inclusion when creating documentation, with a focus on writing for Indigenous audiences. In addition, students are permitted to choose the topics for their term projects and explore areas of interest.

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 is a required course in the newly approved CMNS major and therefore will need to be offered at least once per year.

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

   $100 for textbook, depending on instructor. Many instructors choose to use free resources such as articles available from the UFV library.

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)**:**	January 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 390	Number of Credits: 3 Course credit policy (105)

Course Full Title: Designing User-friendly Guides, Manuals, and Instructions
Course Short Title: Designing User-friendly Guides

Faculty: Faculty of Humanities	Department (or program if no department): Communications

Calendar Description:

Students will learn to create effective end-user documentation in print and online formats using digital tools and communication strategies. Students will gather information following ethical sourcing principles, structure manuals and instructions for a variety of purposes, and design documentation for the needs of the end-users. The course will also teach strategies for working in teams, especially through digital collaboration on writing projects.

Prerequisites (or NONE):	45 university-level credits including CMNS 251.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	Course Details
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(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**

Typical Structure of Instructional Hours	
Lecture/seminar	25
Tutorials/workshops	20
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ 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:**	April 9, 2021
Faculty Council approval	**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

Learning Outcomes

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

1. Analyze the needs of a specific audience of end-users.
2. Reflect on the impact of principles of equity, diversity, and inclusion on creating documentation, with a particular focus on relating to Indigenous audiences.
3. Select features and organization strategies of end-user documentation based on the audience analysis and standard expectations.
4. Use digital technologies to access and manage resources ethically.
5. Incorporate references using summary and paraphrase methods and demonstrate effective citation procedures.
6. Apply design principles for online and print documents.
7. Conduct an end-user evaluation.
8. Produce professional-quality print or online documentation.
9. Function effectively as a member of a collaborative project team.

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

Assignments:	70%	Project:	30%		%

Details:

Term project proposal and research plan	20%
Design considerations and digital technology plan	10%
Analysis of print or web production considerations	10%
Self and peer evaluation of term project	5%
Term project (online or print)	30%
Presentation of summary report and term project	10%
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	Alred, G., Brusaw, C. & Oliu, W.	Handbook of Technical Writing	2019
2.				

Course Content and Topics

- Introduction to course.
- Term project guidelines.
- Review of effective communications: the process, barriers, purpose, and audience.
- Credibility.
- Equity, diversity, and inclusion principles as related to audience analysis.
- Working with and for Indigenous audiences.
- Function and purpose of technical/end-user documentation.
- Use digital technologies to access and manage ethical research.
- Project planning.
- Term project selection.
- Standards of professionalism and working with/reporting to clients.
- Team theory, selection, and problem-solving tips.
- Document systems and the design process; defining end user needs; audience analysis; determining knowledge base.
- Gathering information; documenting procedures.
- Structured documentation; selection and construction of content.
- Giving directions; writing instructions.
- Format and design principles and considerations.
- The use of graphics and text.
- Designing dynamic online documentation.
- Form design.
- Usability testing.
- Documentation production considerations.
- Working on large documents and document sets.
- Documentation management (revision control and determining when revisions need to be done; maintaining documentation; the organizational environment).
- Establishing online/context sensitive help.
- The emerging context: writing for mobile devices and other interfaces.
- Presentation of projects and summary reports.

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: April 4, 2022

Subject: Proposal for revision of CMNS 445

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

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

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

2. Rationale for change:

   The course was out of date, having not been reviewed since it was created in 2008. Moreover, it is no longer an equivalent course with ADED 445, which has been discontinued. The prerequisites were increased from 45 to 60 credits because it was imperative to open up the range of facilitation techniques learned by students in order to include Indigenous ways of meeting as well as pay more attention to interpersonal and cross-cultural communication skills. Students require more background study and training before they are ready to deal with these concepts at the 400-level. There is more emphasis on the role leadership and consensus building play in facilitation.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

   The changes to the outcomes are mostly additions reflecting the rationale above. The course aligns with Program Outcome 2, "Model effective and professional communication skills for interpersonal, team, organizational, and culturally diverse contexts." It teaches students the skills to fulfill the sub-outcomes:

   a. Translate knowledge for different audiences and purposes

      b. Demonstrate cultural responsiveness

      c. Work collaboratively and productively in a team

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

   No.

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

   None. ADED 445 has been discontinued.

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 privileges territorial acknowledgements, teaching students to offer them in genuine ways that are mindful of audience. Moreover, Indigenous ways of meeting, discussing, and seeking consensus will be practiced by students, ideally guided by Elders who can be invited to classes to share their knowledge.

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

   One of the key outcomes of this course is related to EDI: discuss the impact of principles of equity, diversity, and inclusion on facilitation. After learning and writing about EDI, Indigenization, and decolonization, students practice a variety of inclusive facilitation techniques and reflect on their success. These principles are reflected throughout the course content and will be modeled by the instructors.

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 changes.

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

   $50

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)**:**	January 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 445	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Facilitation Skills for the Workplace
Course Short Title: Facilitation for the Workplace

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students will develop and apply approaches to facilitation for diverse group situations and workplace learning communities. Students will develop core competencies for managing learners, teams, groups, and committees. As facilitators, students will exemplify or display skills, guide discussions, and encourage the group to reach conclusions.

Prerequisites (or NONE):	CMNS 345, or 45 university-level credits including CMNS 235 or CMNS 280. Note: As of January 2024, prerequisites will change to CMNS 345, or 60 university-level credits including one of CMNS 140, CMNS 180, CMNS 235, or CMNS 280.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*		**Course Details**	
Former course code/number:		Special Topics course: **No**	
Cross-listed with:		*(If yes, the course will be offered under different letter designations representing different topics.)*	
Equivalent course(s): **ADED 445**		Directed Study course: **No**	
(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.)		*(See policy 207 for more information.)*	
		Grading System: **Letter grades**	
		Delivery Mode: **May be offered in multiple delivery modes**	
Typical Structure of Instructional Hours		Expected frequency: **Every other year**	
Lecture/seminar	20	Maximum enrolment (for information only)**: 25**	
Tutorials/workshops	40	**Prior Learning Assessment and Recognition (PLAR)**	
		PLAR cannot be awarded for this course because:	
		This is a process course in which students as a group develop facilitating skills and are expected to incorporate what they have learned through ongoing facilitations. Having been a facilitator would not be sufficient PLAR as the process of learning to become a better facilitator is the essence of the course.	
	Total hours	**60**	
		Transfer Credit *(See bctransferguide.ca.)*	
Scheduled Laboratory Hours		Transfer credit already exists: **No**	
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes		Submit outline for (re)articulation: **No**	

Department approval	**Date of meeting:**	April 30, 2021
Faculty Council approval	**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Demonstrate familiarity with current literature and contemporary practice within the field of facilitation.
2. Analyze the impact of principles of equity, diversity, and inclusion on facilitation.
3. Demonstrate a variety of facilitation techniques in events such as meetings, panel discussions, presentations, and interviews.
4. Communicate in a recognizable leadership style, showing ability to effectively guide, summarize, paraphrase, and engage others.
5. Engage in appreciative inquiry.
6. Practice consensus building to resolve issues that arise during facilitation.
7. Respond to and reflect on the relationship of Indigenization and decolonization to facilitation practice by considering spaces of learning and ways of knowing and following honouring practices.
8. Select appropriate communication strategies that reflect varied and diverse audience needs.
9. Manage complexities and challenges of organizational dynamics through conflict resolution and listening skills.
10. Create an inventory of strengths and plans for future through post-facilitation reflection.

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

Assignments:	100%		%		%
	%		%		%

Details:

Lit review	10%
Position paper	15%
Role plays	15%
Facilitations	40%
Inventory and growth plan	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	Smutny, M.	Thrive: The Facilitator's Guide to Radically Inclusive Meetings	2019
2.	Textbook	Bens, I	Facilitating with ease: Core Skills for facilitators, team leaders and members, managers, consultants, and trainers	2018
3.				
4.				
5.				

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

Course Content and Topics

Introductions and foundational theory:
- Territorial acknowledgements, Indigenous structures of respect and listening
- Introduction to Western approaches to facilitation: historical and contemporary approaches, major issues

EDI:
- Equity, diversity, and inclusion in contemporary contexts of facilitation

Leadership:
- Leadership in facilitation

Evaluations:
- Developing mechanisms and criteria for self and peer evaluation

Facilitation in practice:
- Practice leadership and facilitation skills of appreciative inquiry and consensus building using parliamentary procedure and other meeting models.
- Concurrent evaluation of self and others' leadership and facilitation skills

Reflection for growth:
- Critical, evidence-based self-reflection of development through the course, inventory of strengths and weaknesses, future planning for skill development

Memo for Course Changes

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: January 12, 2022

Subject: Proposal for revision of CMNS 465

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

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

2. Rationale for change:

   The course learning outcomes now include a community focus that is in line with institutional efforts to Indigenize course content. As well, two more recent textbooks were added to the outline.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

   The changes to the course outcomes were minor and don't constitute a substantial change. The one notable change was the addition of an outcome that reflected the potential of grants and proposal to build/maintain relationships between organizations and funders, with the aim of meeting community and regional need(s). This addition was informed by department and institutional efforts to create learning outcomes that support Indigenization efforts.

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)?

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

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   The new course learning outcome emphasizes the connecting potential of grants and proposals. In the context of efforts to Indigenize course content, connecting outcomes "build/develop a sense of belonging (group identity/cohesion) in the classroom, community, culture" (LaFever, 2016).

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 grant and proposal writing with the aims of including members/organizations in the community in their work circulates. As well, there is an emphasis, reinforced in the learning outcomes, on analysis of and working with 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.

   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.

References

LaFever, M. (2016). Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education. Intercultural Education, 27(5), 409–424. https://doi-org.proxy.ufv.ca:2443/10.1080/14675986.2016.1240496

CWC comment and response:

- Are there any more current texts that could be included, and/or texts that include EDI/Indigeneity?

  The list includes one recent book but we would like to keep the older options as they are still helpful.

UNIVERSITY OF THE **FRASER VALLEY**	**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009
	REVISED COURSE IMPLEMENTATION DATE: September 2023
	COURSE TO BE REVIEWED (six years after UEC approval)**:** January 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 465	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Grant and Proposal Writing
Course Short Title: Grant & Proposal Writing

Faculty: Faculty of Humanities	**Department (or program if no department):** Communications

Calendar Description:

Students will make a persuasive case in grants, proposals, letters of intent, and cover letters. Students will write and design a persuasive case document, research potential donors, prepare a budget, and articulate the ethical dimensions of grants management.

Note: Students will be required to participate in global social media environments.
Note: Students with credit for CMNS 365 cannot take this course for further credit.

Prerequisites (or NONE):	60 university-level credits including one of CMNS 212, CMNS 251, or CMNS 312.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **CMNS 365**	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**
	Expected frequency: **Every other year**

Typical Structure of Instructional Hours		Maximum enrolment (for information only)**: 25**
Lecture/seminar	15	**Prior Learning Assessment and Recognition (PLAR)**
Tutorials/workshops	30	PLAR is available for this course.
Total hours	**45**	**Transfer Credit** *(See **bctransferguide.ca**.)*

Scheduled Laboratory Hours	Transfer credit already exists: **Yes**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes	Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*

Department approval		**Date of meeting:**	February 4, 2022
Faculty Council approval		**Date of meeting:**	October 2022
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Analyze the elements of case statements for fundraising or business initiatives.
2. Write a persuasive case statement, cover letter, letter of intent, and proposal.
3. Prepare effective budgets and evaluation tools.
4. Identify the ethical and accountability dimensions of writing persuasive grants and proposals.
5. Connect organizations to funding sources with the aim of meeting community/regional need(s).
6. Research prospects for funding or for contracts.
7. Identify the factors needed for institutional readiness for fundraising or Request for Proposal (RFP) responses.
8. Apply persuasive techniques in presentations and written documents.

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

Assignments:	100%		%		%
	%		%		%

Details:

Preliminary proposal	10%
Mission and vision statement	10%
Case statement	10%
Letter of intent	10%
RFP or grant proposal	30%
Evaluation plan	10%
Oral presentation	20%

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Clarke, C.A.	Storytelling for Grantseekers: A Guide to Creative Nonprofit Fundraising	2009
2.	Textbook	O'Neal-McElrath, T.	Winning grants step by step: The complete workbook for planning, developing and writing successful proposals.(5th ed.)	2019
3.	Textbook	Orlich, D. C., & Shrope, N. R.	Developing a Winning Grant Proposal	2013
4.				
5.				

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

Course Content and Topics

- Introduction to the course, the terms, and expectations
- An examination of different proposal types
- Motivation for writing effective grants and proposals
- Organizational readiness to respond to a Request for Proposal "RFP" or to write a grant
- Show me the money! Researching donor or project prospects
- Writing for results and the elements of persuasion; the role of vision and mission statements
- The characteristics of a well-written proposal
- Writing memorable objectives
- Project evaluation plan and budget preparation
- Responding to a potential grantor's interests and guidelines
- Ethical dilemmas and dimensions of grant management and proposal writing
- Pitching the funding proposal

Memo for Course Changes

To: UEC

From: Rod Hayward, Director, School of Business

Date: Sept. 29, 2022

Subject: Proposal for revision of BUS 226/ECON 226 - Economic and Business Statistics

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: Typical Structure of Instructional hours

2. Rationale for change:
   a. This course is going through regular departmental review.
   b. Updating the calendar description to reflect the content and perspectives of the course more accurately.
   c. In Typical Structure of Instructional hours, 15 Supervised laboratory hours were added to bring the outline in line with how the course is delivered.
   d. Updating learning outcomes to reflect the content and perspectives of the course more accurately.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):

   Changes are not substantial.

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

   Yes, this is a cross-listed course with Economics. Changes have no affect on the existing programs.

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

   Economics.

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: <u>UFV Integrated Strategic Plan</u>, <u>Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05)</u>, the <u>TRC Calls to Action</u>, and/or the <u>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</u>.

- Though this course takes place in a computer lab, in keeping with Indigenous pedagogy/epistemology specific to oral learning traditions, students are encouraged to engage in class participation, to have discussions with classmates, to discuss problems and share solutions, to share their views freely, to ask questions to the instructor. In addition, students are assigned a group project where some marks are assigned for an oral presentation.

- In keeping with Indigenous pedagogy, students are assigned to small groups to collaborate on a group project. The group project is based on a team approach where students are jointly responsible for decision-making and contributing to completing the project tasks.

- In keeping with Indigenous pedagogy, this course includes project-based experiential learning where students conduct an applied data analysis project using real data which they retrieve themselves from publicly available sources.

- Local speakers are invited in the classroom to share to their knowledge and stories to engage students with real world experience. When possible, guest speakers with Indigenous heritage will be invited.

7. If this course is not eligible for PLAR, explain why:

   This course is eligible for PLAR.

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

   Equity, diversity and inclusion principles are met through the structure of the course. All students are treated with respect. Diversity of thought, culture and creativity is valued and encouraged in the class. For the group project, the instructor assigns teams where students are expected to collaborate with their fellow team members in a professional, respectful, cooperative and friendly manner, regardless of individual differences.

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
   b. Class size limit: Changed the maximum enrolment from 35 to 36 to be inline with other lower-level courses. Budget should not be affected.
   c. Frequency of offering
   d. Resources required (labs, equipment)

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

    No field trips are required for this course.

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

Approximately $150 for a new textbook, but students can also buy a used textbook or e-book at a lesser price.

CWC comment and response:

- Is there still a need to continue cross-listing this course as ECON? Do any students take this as ECON 226? Screening suggests that the School of Business consider whether the cross-listing should be discontinued.

   Every term, we get at least one ECON student who is registered in ECON 226. This has always been the case, so we will leave it as cross-listed. During the recent review for this course, the Economics department showed interest in continuing this cross-listed arrangement.

ORIGINAL COURSE IMPLEMENTATION DATE:	November 1994
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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: BUS 226	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Economic and Business Statistics
Course Short Title: Economic & Business Statistics

Faculty: Faculty of Business and Computing	**Department (or program if no department):** School of Business

Calendar Description:

The application of statistics for business and economics on real data sets, using industry-standard statistical software for data analysis. Concepts learned in this course will be applied in upper-level courses in economics and business.

Note: This course is offered as BUS 226 and ECON 226. Students may only take one of these for credit.

Prerequisites (or NONE):	STAT 106 and one of MATH 111 or MATH 141.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number: **BUS 301/ECON 301**

Cross-listed with: **ECON 226**

Equivalent course(s): **ECON 226**

(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.)

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.

Typical Structure of Instructional Hours

Lecture/seminar	30
Supervised laboratory hours (computer lab)	15
Total hours	**45**

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

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	October 4, 2022
Faculty Council approval	**Date of meeting:**	November 4, 2023
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

LO 1. Explain the different types of sampling methods, sampling distributions, sampling error, central limit theorem, and finite population correction factor.

LO 2. Construct and interpret confidence intervals, and determine sample size, type II error and power calculations.

LO 3. Perform hypothesis testing for one-sample, two-sample tests for independent and related population means, variances and proportions using z-test, t-test and F-test.

LO 4. Use one-way and two-way analysis of variance to investigate the main and interaction effects, and conduct multiple comparisons post-hoc tests.

LO 5. Conduct Chi-square test for cross-tabulation analysis and multiple comparisons of proportions, Chi-square goodness of fit test, and other non-parametric methods like Kruskal Wallis and McNemar tests.

LO 6. Build linear regression models with continuous and categorical predictor variables, dummy coding, interpreting coefficients and interactions.

LO 7. Apply time-series forecasting techniques and identify appropriate models.

LO 8. Solve decision-making problems using probabilistic and non-probabilistic decision analysis techniques including Bayesian analysis.

LO 9. Carry out an applied data analysis project using real data.

LO 10. Analyze data using industry-standard statistical software.

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

Final exam:	40%	Assignments:	15%		%
Quizzes/tests:	30%	Project:	15%		%

Details:

Data analysis project

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 and labs/tutorials.

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	Levine, D., Stephan, D.F, & Szabat, K. A.	Statistics for Managers	Current
2.				
3.				
4.				
5.				

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

A calculator approved by the UFV School of Business. (See the UFV School of Business student handbook for approved calculators).

Course Content and Topics

Module One: Sampling distributions and confidence interval estimation
- Sampling and sampling distributions
- Confidence interval estimation
- Finite population correction factor
- Type II error and statistical power calculations
- Assignments (LO 1–2)
- Mid-term exam #1 (LO 1–2)

Module Two: Statistical hypothesis testing
- Compare two independent samples means and proportions
- Compare two dependent sample means and proportions
- Compare two sample variances
- Assignments (LO 3)
- Mid-term exam #2 (LO 3)

Module Three: Analysis of variance and contingency analysis
- Factorial experimental designs
- One-way and two-way ANOV Tests of goodness-of-fit and contingency tables analysis
- Assignments (LO 4–5)
- Mid-term exam #3 (LO 4–5)

Module Four: Predictive modelling
- Covariance, correlation, simple linear regression
- Multiple linear regression with continuous and dummy variables
- Index numbers and forecasting with time-series data
- Decision analysis
- Assignments (LO 6–8)
- Final exam (LO 6–8)

Module Five: Semester-long data analysis project (LO 1-10)
- Data analysis proposal, research questions and hypotheses
- Secondary data collection from publicly available sources
- Data analysis, report writing, and presentation

	ORIGINAL COURSE IMPLEMENTATION DATE:	May 2011
UNIVERSITY OF THE FRASER VALLEY	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval):	January 2029

<mark>Course outline form version: 10/27/2017</mark>

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

Course Code and Number: ECON 226	Number of Credits: 3 Course credit policy (105)

Course Full Title: Economic and Business Statistics
Course Short Title: Economic & Business Statistics
(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Business and Computing	Department (or program if no department): School of Business

Official Course Outline:

This is a cross-listed course. Please refer to **BUS 226** for the official course outline.

Calendar Description:

The application of statistics for business and economics on real data sets, using industry-standard statistical software for data analysis. Concepts learned in this course will be applied in upper-level courses in economics and business.

Note: This course is offered as BUS 226 and ECON 226. Students may only take one of these for credit.

Prerequisites (or NONE):	STAT 106 and one of MATH 111 or MATH 141.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

Antirequisite Courses *(Cannot be taken for additional credit.)*	Transfer Credit
Former course code/number: **BUS 301/ECON 301**	Transfer credit already exists: *(See **bctransferguide.ca**.)*
Cross-listed with: **BUS 226**	☐ No ☒ Yes
Equivalent course(s): **BUS 226**	Submit outline for (re)articulation:
(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.)	☒ No ☐ Yes *(If yes, fill in transfer credit form.)*

Department approval		Date approved:	October 4, 2022
Faculty Council approval		Date approved:	November 4, 2023
Undergraduate Education Committee (UEC) approval		Date of meeting:	January 27, 2023

Memo for New Course

To: CACC / UEC Chair

From: Michael Maschek, Department Head, Economics

Date: September 1, 2022

Subject: Proposal for new course (ECON 326 - Introduction to Econometrics)

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 inclusion of a third-year empirical methods course (econometrics) has become a standard requirement towards a BA Major in Economics across institutions. For example, the BA Major in Economics requires the following courses (directly comparable to the one being proposed) at each respective institution:

   UBC / VSE: ECON 326 (Empirical Economic Methods)

   SFU: ECON 333 (Statistical Analysis of Economic Data)

   UVIC: ECON 345 (Applied Econometrics) *or* ECON 365 (Econometrics I)

   TRU: ECON 3330 (Applied Statistics for Economics)

   UNBC: ECON 312 (Introduction to Econometrics)

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 BA Major Economics has undergone an extensive 'mapping' process under the guidelines prescribed in "Developing Learning Outcomes – A guide for the University of the Fraser Valley". This includes a full description of how each required course's learning outcomes map to the program learning outcomes and specific skills *and* how each of these program specific outcomes map to institutional LOs. This mapping, as it pertains to the proposed course, is attached.

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

   No. This course is not a required course in any UFV program outside of the BA Econ Major.

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

   Feedback from the School of Business has been solicited. Students in the School of Business are required to take BUS/ECON 226 (cross-listed). The proposed ECON 326 extends some of the skills taught in BUS/ECON 226; as a result, some students in this program may find this an interesting elective option in their program.

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

6. In what ways does this course contribute to <u>Indigenizing Our Academy</u>? 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: <u>UFV Integrated Strategic Plan</u>, <u>Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05)</u>, the <u>TRC Calls to Action</u>, and/or the <u>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</u>.

The learning outcomes are inclusive of Indigenous issues and methodologies.

Explanation: The LOs are flexible enough to include Indigenous worldviews. For example, the instructor may invite researchers who employed econometric methods to study Indigenous issues. The discipline is just beginning to adequately address Indigenous issues through the implementation of these topics, especially with respect to quantification and its relationship to Indigenous notions of value. The instructor may also use additional resources related to indigenous topics. Examples of additional resources include: (a) Indigenomics : Taking a Seat at the Economic Table: by Carol Anne Hilton, 2021; (b) Building a Competitive First Nation Investment Climate: by Tulo Centre of Indigenous Economics (https://www.tulo.ca/textbook).

~~Explanation: The LOs are flexible enough to include Indigenous worldviews. For example, the assessments for LOs can incorporate written narratives/storytelling in the assignments and tests. Narration/storytelling helps to build interest in econometrics and motivate learners to listen and learn. Also, students can choose research topics that pertain Indigenous issues.~~

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

Readings and course content include a variety of sources from a variety of econometricians, including econometricians of colour (i.e., Gujarati, Madalla). The skills students develop in econometrics and statistics enable them to address issues of EDI by collecting and analyzing data. Many EDI issues, such as different pay for the same work, have come to light based on a careful analysis of data.

This course is offered in a variety of modalities.

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 is being proposed as a required course in the BA ECON Major. As a result, it should ideally be offered annually. Any software required for the course can be run on students' personal computers and no special considerations are required vis-à-vis labs.

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

Textbook costs to students depend on whether they select an electronic version ($50) or physical copy ($100-$150). There are open-source statistical packages available (free); industry standard software is available in student versions ($50). Costs are approximate.

CWC comments and responses:

• The proposed calendar description does not seem to be consistent with the comparable courses from other institutions that are referenced in the memo. Screening suggests that this be revised to better help students understand the content of the course.

  We have reviewed descriptions from comparable courses offered at all BC post-secondary institutions. These descriptions are summarized in the attached document. We do not see significant deviation from our proposed course description to that of these institutions.

• Can any additional context be added to the learning outcomes? The subcommittee members are not discipline experts, but is concerned that UEC will require some revision for clarity.

  The proposed learning outcomes do require familiarity with the underlying concepts and techniques developed in the prerequisite courses. We do not expect someone without these prerequisites to have a complete understanding of these learning outcomes without this knowledge.

  For inter-institutional articulation of courses such as this, some degree of specificity is required in learning outcomes. As part of the course proposal process, we have reviewed the learning outcomes of comparable courses in the sector. We feel the learning outcomes, as proposed, align with those of other institutions in the province to a degree that will ensure transferability.

UFV: ECON 326 (*Introduction to Econometrics*) [Proposed]

Introduces econometric methods to analyze relationships between variables of interest and outcome variables using statistical software. Also includes a basic framework for quantitative analysis.

UVIC: ECON 345 (*Applied Econometrics*)

An intuitive development of the basic concepts and techniques in econometrics. The emphasis is on the application of econometric concepts and techniques in analyzing economic phenomena.

UBC: ECON 326 (*Methods of Empirical Research in Economics*)

Techniques of empirical economic research. Topics include simple and multiple regression, time series analysis, and simultaneous equation estimation. Students will be required to undertake applied work.

SFU: ECON 333 (*Statistical Analysis of Economic Data*)

An introduction to the use and interpretation of statistical analysis in the context of data typical of economic applications.

UNBC: ECON 312 (*Introduction to Econometrics*)

In this course, simple linear regression, maximum likelihood estimators, and multiple regression are used in applied economic analysis. Students are introduced to various software programs.

TRU: ECON 3330 (*Applied Statistics for Economics*)

Students study advanced statistical techniques and methods and their applications in business and economics. Topics include inferences about population variance, including hypothesis testing and confidence intervals; analysis of variance and experimental designs; simple and multiple regressions; time series analysis and forecasting. Students are required to apply statistical techniques using Excel and/or Minitab.

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval):   January 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: ECON 326	Number of Credits: 3 Course credit policy (105)

Course Full Title: Introductory Econometrics
Course Short Title: Econometrics

Faculty: Faculty of Social Sciences	Department (or program if no department): Economics

Calendar Description:

Introduces econometric methods to analyze relationships between variables of interest and outcome variables using statistical software. Also includes a basic framework for quantitative analysis.

Prerequisites (or NONE):	ECON 100, ECON 101, and STAT 106.
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.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Typical Structure of Instructional Hours

Lecture/seminar	30
Tutorials/workshops	15
Total hours	**45**

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.)

Scheduled Laboratory Hours

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

Department approval		Date of meeting:	September 2023
Faculty Council approval		**Date of meeting:**	October 14, 2023
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Describe the theory for the least squares method of estimation.
2. Explain the statistical inference methods in the context of the single equation multivariate linear regression model.
3. Generate and interpret results of econometric analysis using statistical software.
4. Compare correlation and causality.
5. Evaluate various quasi-experiment techniques to identify causality and eliminate endogeneity.
6. Develop econometric analysis skills for the evaluation of economic policies and prediction of economic variables.

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

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

Details:

The final exam will test theoretical knowledge, while the quizzes and assignments will mix theoretical knowledge with the application using a statistical package.

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	James H. Stock, and Mark W. Watson	Introduction to Econometrics, Global Edition	2020
2.	Textbook	Gujarati, Damodar, and Dawn Porter	Basic Econometrics	2009
3.	Textbook	Angrist, Joshua and Jörn-Seffen Pischke	Mastering Metrics: The Path from Cause to Effect.	2014
4.	Textbook	Cameron, Colin, and Pravin Trivedi	Microeconometrics Using Stata	2010
5.	Textbook	Maddala, George S.	Introduction to Econometrics	1992

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

Access to a statistical package. (e.g., R, or 6-month student access to Stata for $48 USD (https://www.stata.com/order/new/edu/profplus/student-pricing/))

Course Content and Topics

- Causal effect and idealized experiments
- Data: source and type
- Random variables, random sampling, and large-sample approximations
- Population mean, hypothesis tests, and confidence intervals
- Single linear regression model
- Multiple linear regression model
- Nonlinear regression functions
- Panel data
- Binary dependent variable
- Instrumental variables
- Quasi-experiments

Memo for Program Changes

To: CACC / UEC Chair

From: Michael Maschek, Department Head, Economics

Date: September 1, 2022

Subject: Program change (Economics 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):

    [ECON Major – Adding ECON 326 as a required course] The inclusion of a third-year empirical methods course (econometrics) has become a standard requirement towards a BA Major in Economics across institutions. For example, the BA Major in Economics requires the following courses (directly comparable to the one being proposed) at each respective institution:

    UBC / VSE: ECON 326 (Empirical Economic Methods)

    SFU: ECON 333 (Statistical Analysis of Economic Data)

    UVIC: ECON 345 (Applied Econometrics) *or* ECON 365 (Econometrics I)

    TRU: ECON 3330 (Applied Statistics for Economics)

    UNBC: ECON 312 (Introduction to Econometrics)

    [ECON Minor – Eliminating reference to BUS 410] BUS 410 was discontinued many years ago (pre-2010, most likely earlier than that) and we have only had two students (in Fall 2002) who received transfer credit for BUS 410. As such, we should not see any students with this course who have taken it in 15+ years. Students often do not see this note in the calendar itself, but it shows as an available elective in the Program Audit (MGP).

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

    The BA Major Economics has undergone an extensive 'mapping' process under the guidelines prescribed in "Developing Learning Outcomes – A guide for the University of the Fraser Valley". This includes a full description of how each required course's learning outcomes map to the program learning outcomes and specific skills *and* how each of these program specific outcomes map to institutional LOs. This mapping, as it pertains to the proposed course, is attached.

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

    The learning outcomes are inclusive of Indigenous issues and methodologies.

    Explanation: The LOs are flexible enough to include Indigenous worldviews. For example, the instructor may invite researchers who employed econometric methods to study Indigenous issues. The discipline is just beginning to adequately address Indigenous issues through the implementation of these topics, especially with respect to quantification and its relationship to Indigenous notions of value. The instructor may also use additional resources related to indigenous topics. Examples of additional resources include: (a) Indigenomics : Taking a Seat at the Economic Table: by Carol Anne Hilton, 2021; (b) Building a Competitive First Nation Investment Climate: by Tulo Centre of Indigenous Economics (https://www.tulo.ca/textbook).

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

    As the course is required as part of the major, it will be necessary to offer one section of it in each academic year. Budgetary implications associated with enrollment in this section will be dealt with in the memo from the Dean.

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 impact to current students is expected as part of this proposal

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?

    In conjunction with the addition of ECON 326 as a required course, we have reduced the number of elective credits required at the upper-level in order to leave the total number of upper-level credits necessary for the major 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.)

    No additional resources are required to accommodate the program change aside from any enrollment considerations associated with its provision annually.

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 changes in required or elective courses from other disciplines is being proposed.

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.

Sets of Program Learning Outcomes in the Economics Major

Econ PLO 1:   *Subject knowledge and understanding*

- *A consistent and coherent command of the language of economics. This should include the ability to clearly define standard terms and explain basic concepts in both microeconomics and in macroeconomics;*
- *A consistent and coherent command of the principles of economics, both microeconomics and macroeconomics, and the ability to structure economic arguments in a coherent and convincing way;*
- *The ability to explain how economic agents (individuals, firms, etc.) make decisions and make choices, and the ability to use this understanding to solve problems related to economic decisions;*
- *The ability to explain the basic workings of an economic system and the role of policy in such a system;*
- *The ability to articulate critical features and shortcomings in an economic model or in a method of analysis; and*
- *An understanding that the tasks of professional economists require knowledge, application, communication and a critical awareness of assumptions and value judgments.*

Econ PLO 2:   *Subject knowledge and its application*

- *The ability to apply economic reasoning and methods effectively to the study of specific topic areas (e.g. public finance, environment, health, labour markets, economic development, etc.); and*
- *The ability to use of economic reasoning to formulate and evaluate economic advice and policy. This would involve advice in both the private and public sectors.*

Econ PLO 3:   *Effective use of relevant data and quantitative methods*

- *The ability to show significant knowledge of the sources of economic and social data including an understanding of where and how to find such sources and the methods used to create or collect such data.*

Econ PLO 4:   *Effective communication*

- *The ability to communicate and explain effectively economic arguments both to those with disciplinary knowledge and to non-experts. Graduates will be able to communicate effectively, both orally and in writing, as a member of a team;*
- *The ability to work cooperatively and demonstrate awareness that economic problems may be amenable to more than one analytical approach.*

Econ PLO 5:   *Acquisition of independent learning skills*

- *The ability to think reflectively and critically about a range of issues in economics. This might be demonstrated through expression of an understanding of the history of economic thought or of the capacity and limitations of alternative approaches to modelling or other means of analysing or studying economic problems; and*
- *The ability to pose and carry out the investigation of a specific problem in economics. This would involve the formulation of a topic for study, knowledge of suitable methods for its investigation and the ability to draw conclusions from the investigation. Such conclusions might include areas for further investigation.*

The following four specific skills need to be explicitly included in any assessment of the program learning outcomes

Econ Skill 1:   *Abstraction: From the study of economic principles and models, students should learn to see how one can abstract the essential features of complex systems and provide a useable framework for assessment and evaluation of the effects of policy or other exogenous events. Through this, the typical student acquires proficiency in how to simplify models while still retaining relevance. This is an approach that the student can then apply in other contexts, thereby becoming a more effective problem-solver and decision-maker.*

Econ Skill 2:   *Analysis and deduction: Economic reasoning is highly deductive and logical analysis is applied to assumption-based models. The development of such analytical skills enhances students problem-solving and decision-making ability.*

Econ Skill 3:   *Quantification and design (numeracy):*

Economists frequently use information that is presented in some numerical form, and students should be appropriately trained in this regard. The raw data are frequently presented as tables (or datasets with a tabular structure) and the processed data as a graph, an average, a correlation, and so on. Numeracy, statistical, and computing skills are necessary to handle this sort of information. Presentation skills are needed to communicate such quantitative information in usable ways and particularly, to give critical and coherent summary representations of data that cannot be readily absorbed raw. In addition to forming manipulative and presentation skills required to deal with statistical data, economists learn not to be misled by numbers. Economists question whether the numbers represent what they claim (e.g., unemployment, price indices), understand statistical significance (e.g., the margin of error in a poll or survey), and are aware of at least some of the difficulties in sampling a population. In addition, with some understanding of econometrics, they recognize that conclusions drawn from data might be ambiguous.

Econ Skill 4:   *Framing: Through the study of economics, a student should learn how to decide what should be taken as given or fixed for the purposes of setting up and solving a problem, i.e., what the important parameters are in constraining the solution to the problem. Learning to think about how and why these parameters might change encourages a student to place the economic problem in its broader social and political context. This framing skill is important in determining the decision-makers ability to implement the solutions to problems.*

Table 1: Linking Economics Program Learning Outcomes to UFV Institutional Learning Outcomes

University of the Fraser Valley *Institutional Learning Outcomes (ILO)*	Department of Economics *Program Learning Outcomes (PLO)*		Department of Economics *Program Skills (PS)*	
	Primary	Secondary	Primary	Secondary
1. Demonstrate Information Competency	PLO3	PLO1, PLO2	PS3	PS1, PS2, PS4
2. Analyze Critically and Imaginately	PLO2	PLO1, PLO5	PS1	PS2, PS3, PS4
3. Use Knowledge and Skills Proficiently	PLO1	PLO2, PLO3	PS2	PS1, PS3, PS4
4. Initiate Inquiries and Develop Solutions to Problems	PLO5	PLO2, PLO3	PS4	PS1, PS2, PS3
5. Communicate Effectively	PLO4	PLO1, PLO2	PS4	PS1, PS2, PS3
6. Persue Self-Motivated and Self-Reflective Learning	PLO5		PS1	PS2, PS3, PS4
7. Engage in Collaborative Leadership	PLO4	PLO5	PS1-PS4	
8. Engage in Respectful and Professional Practices	PLO1	PLO4, PLO5	PS1-PS4	
9. Contribute Regionally and Globally	PLO2	PLO4, PLO5	PS1-PS4	

Table 2: Linking UFV Institutional Learning Outcomes to Economics Program Learning Outcomes

Department of Economics *Program Learning Outcomes (PLO)*	University of the Fraser Valley *Institutional Learning Outcomes (ILO)*	
	Primary	Secondary
1. Subject Knowledge and Understanding	ILO3, ILO8	ILO1, ILO2, ILO5
2. Subject Knowledge and Its Application	ILO2, ILO9	ILO3, ILO4, ILO5
3. Effective use of Relevant Data and Quantitative Methods	ILO1	ILO3, ILO4
4. Effective Communication	ILO5, ILO7	ILO8, ILO9
5. Acquisition of Independent Learning Skills	ILO4, ILO7	ILO2, ILO7, ILO8, ILO9

Economics major

Upper-level requirements: 30 credits

Required courses

Course	Title	Credits
ECON 307	Managerial Economics	3
ECON 326	Introduction to Econometrics	3
ECON 410	Macroeconomics and Financial Markets	3
BUS 349/ ECON 349	Financial Management I	3

Elective courses

In addition to the required courses listed above, students must complete 18~~21~~ credits of upper-level ECON, which may include MATH 368.

Note: MATH 368 is not offered on a regular basis.

Economics minor

Upper-level requirements: 15 credits

Required courses

Course	Title	Credits
ECON 307	Managerial Economics	3
ECON 410	Macroeconomics and Financial Markets	3

Elective courses

In addition to the required courses listed above, students must complete nine credits of upper-level ECON.

Note: BUS 410 (discontinued) will also count towards the elective requirement.

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 410: Schooling in a Diverse Society

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

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

➢ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
  ➢ Conform to the new official course outline form as per UEC;
  ➢ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
  ➢ Update course materials; and,
  ➢ Ensure that current trends and research were represented.

In addition, the latest revisions to the BC Teachers' Council's Approval Standards for Teacher Education programs were updated with specific mention of teaching strategies and focus on "anti-oppression" in teacher education programs. As such, this language has been incorporated into the calendar description, learning outcomes, and course content.

➢ If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

➢ Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No.

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

None.

➢ In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

  o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.

  o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

  ➢ This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

➢ If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

  ➢ Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

$30 – 100 depending on texts.

Memorandum

To: Undergraduate Education Committee (UEC)

From: Allyson Jule, Dean, Faculty of Education, Community, and Human Development

Date: September 26th, 2022

RE: Changes to maximum enrolment in BEd courses

The BEd Program recently completed by an internal and external (BC Teachers' Council) program review. There were a number of minor recommendations to courses in the program. As a result, over the next few months, all Official Course Outlines for the BEd are being revised.

When the Teacher Education Program (elementary cohort only) first began in 2007, the maximum enrolment was 36. When the secondary cohort came into existence several years later, the program began running with 32 students in each group (32 elementary, 32 secondary). Consequently, for well more than five years, the BEd program as been running with 32 students. The budget remains stable with this number.

As part of the update to all Official Course Outlines, we are changing the maximum enrolment from 36 to 32 to enable alignment between the outlines and how the program is currently run. This change will not impact the budget in anyway.

Sincerely,

Allyson Jule, Dean, FECHD

33844 King Rd., Abbotsford, BC V2S 7M8 • Tel: 604-504-7441 • Fax: 604-855-7614 • Toll-free (in Canada): 1-888-504-7441 • **ufv.ca**

ABBOTSFORD • CHILLIWACK • MISSION • HOPE • CHANDIGARH

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2008
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 410	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Education in a Diverse Society
Course Short Title: Education in a Diverse Society

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Connects social justice, equity, diversity, anti-oppressive, anti-racist, Indigenous, and decolonial theories with educational policy and pedagogy. Students apply curriculum frameworks in developing culturally responsive, inclusive teaching practices. Students construct a vision for centering social justice in education and schooling.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

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

Expected frequency: **Annually**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

connection to practicum

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	December 8, 2021
Faculty Council approval		**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Accurately reference the principles of social justice, equity, anti-oppression, and anti-racism.
2. Analyze social justice perspectives on K-12 Education.
3. Interrogate issues related to cultural identity, intersectionality, multiculturalism, gender identity, Indigenization, equity, diversity, social justice and inclusion.
4. Critique the hidden curriculum related to marginalization of individuals and groups based on gender, sexism, racism, classism, and ableism.
5. Reflect on personally held values and beliefs about diversity, inclusion, anti-racism, anti-oppression, and social justice.
6. Analyze hegemonic practices and dominant narratives that individual students may face in the school, the classroom, and in society from a social justice lens.
7. Analyze legislation and policies that may impact their provision of supportive teaching and learning practices in relation to diversity issues.
8. Design appropriate curricula for their subject area in consideration of equity, diversity, anti-racism, anti-oppression, inclusion, and decolonial issues.
9. Use teaching strategies which facilitate inclusion of and respect for all learners.
10. Demonstrate pedagogically sensitive, culturally responsive practices as future teachers.
11. Reflect on social justice and diversity pedagogy as a basis for appreciating challenges and making pedagogical decisions.
12. Articulate a disposition for self-education and life-long learning that includes social justice as a necessary value and aim of being a teacher.

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

Assignments:	75%	Portfolio:	25%		%
	%		%		%

Details:
Group teaching (30%), journals (20%), critical inquiry 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	B. Egbo	Teaching for Diversity in Canadian Schools (2nd ed.). Pearson	2019
2.	Textbook	M. Adams and L. Bell	Teaching for Diversity and Social Justice (3rd ed.)	2016
3.	Textbook	Z. Hammond	Culturally Responsive Teaching and the Brain	2015
4.				
5.				

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

Course Content and Topics

- Understanding diversity, social justice, equity, anti-oppressive, and antiracist pedagogies
- The Hidden curriculum
- Culture and identity
- Classroom as a socially just, inclusive, safe, and ethical space
- Schooling the world: Implications of educational colonialism on Indigenous communities
- Community ethnographies and place-based pedagogy
- First Nations and schooling: Storying and learning to become a socially just teacher
- Linguistic, religious, gender, and socio-economic diversity
- Promoting an inclusive classroom through multiple intelligences
- Transformative frameworks for social justice curriculum plans
- Culturally responsive teaching
- Initiating praxis: interrogating personal values and beliefs through the Diversity Awareness Compass
- Deconstructing privilege
- Incorporating social justice into lesson planning

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 412: Introduction to development and special learning needs

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

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

2. Rationale for change:

   As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
   ➢ Conform to the new official course outline form as per UEC;
   ➢ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
   ➢ Update course materials; and,
   ➢ Ensure that current trends and research were represented.

   Finally, the title was changed for a variety of reasons:
   o Feedback from our internal and external program review recognized that more time was needed to focus on working with students with diverse learning need. In addition, mental health has become a larger issue that needs to be addressed early in the program. As such, this course is going from three-credit to a four-credit course.
   o As child development is also in EDUC 200 (prior to the BEd program, mandatory for entry), the focus needed to move to working with diverse students and less on reviewing development.

- o There was also a desire, on behalf of faculty, to update the language to reference the Universal Design for Learning and the focus on inclusive educational practices.
- o As such, the new title will be: **EDUC 412: Introduction to inclusive and special education in elementary and middle schools.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

   There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

5. Which program areas have been consulted about the change(s)? None.

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
   - o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
   - o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

   This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

   Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

   $30 – 100 depending on texts.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2007
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 412	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Introduction to Inclusive and Special Education in Elementary and Middle Schools
Course Short Title: Inclusive Elementary Education

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Course is based on co-constructing an understanding and experience of an inclusive classroom community building from models of universal designs for learning (UDL), response to intervention (RTI), and differentiated instruction. The course emphasizes frameworks and concrete practices that may open decolonizing possibilities and build from the strengths of diverse students.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	Course Details
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	40
Total hours	**60**

Expected frequency: **Annually**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

connection to practicum

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

Transfer credit already exists: **Yes**

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

Scheduled Laboratory Hours

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

Department approval		**Date of meeting:**	December 8, 2021
Faculty Council approval		**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Articulate classroom teachers' responsibilities, within educational systems, to support and uplift diverse learners.
2. Work from foundational models of learning and development (e.g., Inuit Qaujimajatuqangit Education Framework) to identify and address students' needs.
3. Apply Indigenous holistic learning perspectives and models such as Universal Design for Learning, Response to Intervention, and Differentiated Instruction to create lessons and learning activities that build from the strength of student diversity, including diverse dis/abilities, identities, and experiences.
4. Support holistic student needs (for example through the lens of self-determination theory or Indigenous epistemologies).
5. Apply approaches (e.g., Indigenous Storywork, Self-Regulated Learning, Autonomy Supportive Approaches, Place-Based Learning, and Arts-Based Learning) to support literacy, behaviour, and complex needs to create inclusive learning opportunities with multiple points of entry into common curricular objectives.
6. Cultivate social emotional competencies and mental health among students.

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

Assignments:	100%		%		%
	%		%		%

Details:

Assignments may include lesson plan adaptations/modifications/alterations (40%), presentation (40%), and critique/inquiry (20%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Online resource	Norman Kunc & Emma Van der Klift	Conversations that Matter coversationsthatmatter.org	varies
2.	Video	Manitoba First Nations Education Resource Centre	Honouring the Voices of Elders: Indigenous Perspectives of Disability in Education	2020
3.	Article	Reeve, J.	Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit	2010
4.	Online resource	CAST	UDL Guidelines	2021
5.				

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

Course Content and Topics

Part 1: Foundation
- Classroom community (definition and goal of inclusive education)
- Teachers' responsibilities (role, referral, Ministry policy, systemic considerations)
- Theoretical models (e.g., Indigenous perspectives, Universal Design for Learning, Response to Intervention, Differentiated Instruction)
- Student learning needs (e.g., superdiversity of learners with LD, ADHD, ASD, FASD)
- Review of learning, development, and motivational theory (e.g., self-determination theory, Indigenous epistemologies, Inuit Qaujimajatuqangit Education Framework)

Part 2: Practice
- Pedagogical approaches that support inclusion (e.g., place-based learning, arts-based learning, self-regulated learning, Indigenous Storywork, autonomy supportive approaches)
- Instructional strategies: literacy
- Instructional strategies: questioning behavioural challenges
- Instructional strategies: developing social-emotional competencies
- Instructional strategies: inclusion plans for students with complex needs
- Instructional strategies in practice (opportunity for in-situ learning)

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 413: Adolescent development and special learning needs

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

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

➢ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
   ➢ Conform to the new official course outline form as per UEC;
   ➢ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
   ➢ Update course materials; and,
   ➢ Ensure that current trends and research were represented.

Finally, the title was changed for a variety of reasons:
   o Feedback from our internal and external program review recognized that more time was needed to focus on working with students with diverse learning need. In addition, mental health has become a larger issue that needs to be addressed early in the program. As such, this course is going from three-credit to a four-credit course.
   o As child development is also in EDUC 200 (prior to the BEd program, mandatory for entry), the focus needed to move to working with diverse students and less on reviewing development.

- There was also a desire, on behalf of faculty, to update the language to reference the Universal Design for Learning and the focus on inclusive educational practices.
- As such, the new title will be: **EDUC 413: Introduction to inclusive and special education in secondary schools.**

If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

- Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.
- Which program areas have been consulted about the change(s)? None.

- In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
  - As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
  - This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.
- How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?
  - This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.
- If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
  - Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.
- Estimate of the typical costs for this course, including textbooks and other materials:

$30 – 100 depending on texts.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval):	January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 413	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Introduction to Inclusive and Special Education in Secondary
Course Short Title: Inclusive Secondary Education

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Based on co-constructing an understanding and experience of an inclusive classroom community that teacher candidates can apply to high school contexts. Emphasizes frameworks and concrete practices that may open decolonizing possibilities and build from the strengths of diverse students.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

Lecture/seminar	20
Tutorials/workshops	40
Total hours	**60**

Expected frequency: **Annually**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connection to practicum

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval		**Date of meeting:**	December 8, 2021
Faculty Council approval		**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Articulate high school teachers' responsibilities, within educational systems, to support and uplift diverse learners.
2. Work from foundational models of learning and development (e.g., Inuit Qaujimajatuqangit Education Framework) to identify and address adolescents' developmental and learning needs.
3. Apply Indigenous holistic learning perspectives and models such as Universal Design for Learning, Response to Intervention, and Differentiated Instruction to create secondary level lessons and learning activities that build from the strength of student diversity, including diverse dis/abilities, identities, and experiences.
4. Support holistic student needs (for example through the lens of self-determination theory or Indigenous epistemologies).
5. Apply approaches (e.g., Indigenous Storywork, Self-Regulated Learning, Autonomy Supportive Approaches, Place-Based Learning, and Arts-Based Learning) to support adolescent literacy, behaviour, and complex needs to create inclusive learning opportunities with multiple points of entry into common curricular objectives.
6. Address the specific social-emotional and mental health needs of adolescent students.

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

Assignments:	60%	Project:	40%		%
	%		%		%

Details:
Assignments are varied (40%) and include a group presentation (20%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Feldman, R.S.	Adolescence. Pearson	2008
2.	Online resource	Norman Kunc & Emma Van der Kilft	Conversations that Matter coversationsthatmatter.org	varies
3.	Video	Manitoba First Nations Education Resource Centre	Honouring the Voices of Elders: Indigenous Perspectives of Disability in Education	2020
4.	Article	Herbert Kohl	I Won't Learn from You: The Role of Assent in Learning	1991
5.				

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

Course Content and Topics

Part 1: Foundation
- Classroom community (definition and goal of inclusive education in high school contexts)
- Teachers' responsibilities (role, referral, Ministry policy, systemic considerations)
- Theoretical models (e.g., Indigenous perspectives, Universal Design for Learning, Response to Intervention, Differentiated Instruction)
- Student learning needs (e.g., coming to terms with superdiverse identities, abilities, contexts, and experiences)
- Review of learning, development, and motivational theory in relation to superdiverse adolescents (e.g., self-determination theory, Indigenous epistemologies, Inuit Qaujimajatuqangit Education Framework)

Part 2: Practice
- Pedagogical approaches that support inclusion (e.g., place-based learning, arts-based learning, self-regulated learning, Indigenous Storywork, autonomy supportive approaches)
- Instructional strategies: supporting adolescent literacy
- Instructional strategies: supporting complex cognitive processing
- Instructional strategies: developing social and emotional resiliency
- Instructional strategies: inclusion plans for students with complex needs
- Instructional strategies in practice (opportunity for in-situ learning)

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 420: Designs for learning elementary language arts

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

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

➢ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
    ➢ Conform to the new official course outline form as per UEC;
    ➢ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
    ➢ Update course materials; and,
    ➢ Ensure that current trends and research were represented.

Feedback from our internal and external program review recognized that more time was needed to focus on early literacy development (specifically reading and writing). This need has also been recognized in recent provincial Ministry reports across Canada. As such, this course needs to move from being a three-credit to a four-credit course.

If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

➢ Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No.

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

None.

➢ In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

  o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.

  o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

  ➢ This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

➢ If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

  ➢ Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

$30 – 100 depending on texts.

	ORIGINAL COURSE IMPLEMENTATION DATE:	May 2007
	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 420	**Number of Credits:** 4 Course credit policy (105)

Course Full Title: Designs for Learning Elementary Language Arts
Course Short Title: Elementary Language Arts

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Introduces theory and pedagogies required to teach B.C. English Language Arts (ELA) in elementary/middle schools. Explores Western and Indigenous approaches to teaching and assessing ELA. Highlights the importance of a balanced literacy program enriched by children's and young adult (YA) literature that integrates multimodal resources and learning experiences through an inquiry framework.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

		Expected frequency: **Annually**
Lecture/seminar	20	Maximum enrolment (for information only)**: 32**
Tutorials/workshops	40	
		Prior Learning Assessment and Recognition (PLAR)
		PLAR cannot be awarded for this course because:
		Connection to practicum
Total hours	**60**	**Transfer Credit** *(See bctransferguide.ca.)*

Scheduled Laboratory Hours

	Transfer credit already exists: **Yes**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes	Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*

Department approval		**Date of meeting:**	December 8, 2021
Faculty Council approval		**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval		**Date of meeting:**	January 27, 2023

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

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

1. Apply knowledge of a balanced literacy program in elementary/middle school classrooms to planning.
2. Accurately apply the B.C. English Language Arts K-7 curriculum to long- and short-term literacy planning.
3. Design engaging lessons for diverse learners utilizing a variety of teaching strategies and multimodalities to enhance students' development in the six strands of ELA: listening and speaking, reading and viewing, and writing and representing.
4. Apply research-informed formative and summative literacy assessments for oral language, reading, and writing.
5. Use quality children's literature to teach critical literacy skills on current topics of diversity, equity, decolonization, and social justice.
6. Teach literacy pedagogies (read alouds, phonological awareness activities, literature circles, etc.).
7. Design a connected literacy lesson plan that is engaging, developmentally appropriate, and aligned with the B.C. ELA curriculum.
8. Integrate language and literacy are across the curriculum.

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

Assignments: 100%	%	%
%	%	%

Details:

Reflection (20%), lesson plans (40%), group presentations (20%), and skills assessment (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	McTavish et al	Meanings: Pedagogies for Literacies K-8	2022
2.	Textbook	Allignton	What really matters when working with struggling readers	2013
3.				

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

Course Content and Topics

- Literacy in contemporary times, multiliteracies, ethics in literacy education, literacy within the Canadian context
- Learning and literacy as a socio-cultural process
- Components of a balanced literacy instruction, conditions for effective literacy learning
- Six strands of ELA: listening, talking, reading, viewing, writing, and representing as the active construction of knowledge
- The big ideas, learning standards, and recommended assessment tools of the B.C. Language Arts curriculum
- Oral language as the foundation for literacy instruction, teaching and assessing oral language development
- Using and responding to children's literature (picture books, novels, poetry, nonfiction, etc.)
- Development stages of reading and writing development
- Early literacies (play-based pedagogies, phonological and phonemic awareness, phonics instruction, early literacy assessments)
- Reading assessments (e.g., running records and miscue analysis, reading comprehension strategies) that inform instruction
- Reading pedagogies (read aloud, shared, guided, independent reading, literature circles, reader response to aesthetic/efferent texts)
- Teaching and learning strategies that support reading for comprehension and meaning
- Writing pedagogies (modeled, shared, guided, writer's workshop), writing genres, the writing process, technologies for writing and representing, formative and summative writing assessments
- Diversity, decolonization, and inclusion in literacy and language arts teaching
- Lesson planning and unit planning in ELA
- Resources available for teaching English Language Arts
- Language, literacy, and thinking across the curriculum
- Multimodal literacy

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 421: Designs for learning elementary social studies

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

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

➢ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
- ➢ Conform to the new official course outline form as per UEC;
- ➢ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
- ➢ Update course materials; and,
- ➢ Ensure that current trends and research were represented.

In addition, the latest revisions to the BC Teachers' Council's Approval Standards for Teacher Education programs were updated with specific mention of teaching strategies and focus on "anti-oppression" in teacher education programs. As such, this language has been incorporated into the calendar description, learning outcomes, and course content.

➢ If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

➢ Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No.

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

None.

➢ In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.

   o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

   ➢ This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

➢ If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

   ➢ Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

$30 – 100 depending on texts.

	ORIGINAL COURSE IMPLEMENTATION DATE: May 2007
UNIVERSITY OF THE **FRASER VALLEY**	**REVISED COURSE IMPLEMENTATION DATE:** September 2023
	COURSE TO BE REVIEWED (six years after UEC approval)**:** January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 421	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Designs for Learning Elementary Social Studies
Course Short Title: Elementary Social Studies

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Introduces the fundamental theoretical concepts and pedagogical skills necessary to create a coherent social studies program for the elementary classroom using the B.C. Social Studies K-7 curriculum. Historical thinking, critical challenges, learning centers, and concept sets as pedagogical strategies are emphasized. Indigenous, decolonial, anti-oppressive, and anti-racist pedagogies and resources will be included.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours			
Lecture/seminar	15	Expected frequency: **Annually**	
Tutorials/workshops	15	Maximum enrolment (for information only)**: 32**	
		Prior Learning Assessment and Recognition (PLAR)	
		PLAR cannot be awarded for this course because:	
		Connection to practicum	
Total hours	**30**		

Scheduled Laboratory Hours	
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes	**Transfer Credit** *(See bctransferguide.ca.)*
	Transfer credit already exists: **Yes**
	Submit outline for (re)articulation: **No**
	(If yes, fill in transfer credit form.)

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Apply strategies found in the B.C. Social Studies K-7 curriculum.
2. Create lesson plans organized around curricular competencies and content.
3. Implement pedagogical approaches appropriate to social studies (e.g., historical thinking, critical challenges, concept sets, inquiry learning).
4. Plan a sequence of lessons in social studies utilizing logical and age-appropriate progressions to maximize student success.
5. Incorporate the use of information technology in the teaching of social studies.
6. Incorporate Indigenous, decolonial, anti-oppressive, and anti-racist pedagogies/resources to support diverse and equitable learning needs.

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

Assignments:	100%		%		%
	%		%		%

Details:

Connected lesson plans (40%), critical challenges (20%), concept sets (20%), social studies year plan (20%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Online resource	Case, R & Clark, P..	The anthology of Social Studies: Issues and strategies for elementary teachers	2016
2.	Online resource	Ministry of Education	Social Studies Curriculum	2021
3.	Textbook	Obenchain	50 Social Studies Strategies for Teaching K - 8	2014
4.				
5.				

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

Indigenous journal articles, learning centres, ipads/laptops

Course Content and Topics

- Social studies curriculum and year planning
- Historical thinking and Indigenous pedagogy
- Critical challenges
- Concept Sets
- Unit planning
- Multiculturalism, anti-oppression, anti-racism, and global education
- Social studies learning centres

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 432: Designs for Learning General Social Studies

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

➢ Summary of changes (select all that apply):

☒ Six-year review

☐ Number and/or course code

☐ Credits and/or total hours

☒ Title

☒ Calendar description

☐ Prerequisites and/or co-requisites

☐ Frequency of course offering

☒ Learning outcomes

☒ Delivery methods and/or texts and resource materials

☐ PLAR options, grading system, and/or evaluation methods

☐ Discontinuation of course

☐ Other – Please specify:

➢ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:

➢ Conform to the new official course outline form as per UEC;

➢ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;

➢ Update course materials; and,

➢ Ensure that current trends and research were represented.

In addition, the latest revisions to the BC Teachers' Council's Approval Standards for Teacher Education programs were updated with specific mention of teaching strategies and focus on "anti-oppression" in teacher education programs. As such, this language has been incorporated into the calendar description, learning outcomes, and course content.

Finally, the title was changed as part an overall change to titles in secondary methods courses. These methods courses occur twice in the program and were named: Designs for learning general… and Designs for learning secondary… with specific courses mentioned. Given the vast array of courses now available in the secondary curriculum, this naming does not clearly identify the difference in

these courses. Instead, the first secondary methods course introduces teacher candidates to the main content and strategies used in those subject areas. The second course builds on this by looking at key challenges in teaching those subject areas, how to continually incorporate inquiry into those subjects, and how to advance instruction in these areas. As such, the secondary methods courses are being renamed:

- o Designs for learning secondary [subject]…for this course, it would become: **EDUC 432: Designs for learning secondary social studies.**
- o Investigations into secondary [subject]

➢ If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

➢ Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

➢ Which program areas have been consulted about the change(s)? None.

➢ In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

- o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
- o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

- ➢ This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

➢ If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

- ➢ Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

$30 – 100 depending on texts.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2013
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 432	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Designs for Learning Secondary Social Studies
Course Short Title: Secondary Social Studies

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Introduces theoretical concepts and practical skills necessary for teaching secondary social studies grades 8 to 11, using the B.C. Ministry of Education curriculum. Focus will be placed on using historical thinking and critical challenges to develop planning. Indigenous pedagogies and resources will be included, along with examining current events through the lens of equity, diversity, anti-racism, anti-oppression, and inclusion.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	Course Details
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**
	Expected frequency: **Annually**
	Maximum enrolment (for information only)**: 32**

Typical Structure of Instructional Hours	
Lecture/seminar	15
Tutorials/workshops	30
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)
PLAR cannot be awarded for this course because:
Connection to practicum

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **Yes**

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

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

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Critically examine B.C.'s social studies curricula.
2. Effectively embed critical thinking into the teaching of social studies.
3. Implement historical thinking into the planning of social studies lessons.
4. Implement geographical thinking into the planning of social studies lessons.
5. Create assessment strategies for social studies that enhance student learning.
6. Reflect on professional growth as a social studies teacher.
7. Integrate Indigenous content, pedagogy, and resources into social studies planning.
8. Embed inclusive, socially just, anti-oppressive, and anti-racist strategies into lessons.

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

Assignments:	100%		%		%
	%		%		%

Details:
Assignments: reflection (20%), in class teaching (60%), group presentation (20%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Case, R. & Clark, P.	*The Canadian anthology of social studies: issues and strategies for secondary teachers.* Pacific Ed. Press	2016
2.	Textbook	Case et al	*Teaching historical thinking 2nd Edition.* Pacific Ed. Press	2014
3.	Online resource	Ministry of Education	B.C. social studies curriculum	2021
4.				
5.				

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

Course Content and Topics

- The place of social studies in the secondary school curriculum
- Active citizenship in local, national, and international issues
- Contemporary issues in secondary social studies – geography, government, history
- The function of legislative, executive, and judicial branches of government
- Political contexts and ideologies
- Participation in various forms of governance including democracy
- Environmental issues
- Issues related to population and food production
- Cultural issues and diversity
- Historical and contemporary issues of Indigenous Peoples
- Historical and contemporary issues of immigration
- Course, lesson, and unit planning
- Library and internet research methods
- Indigenous pedagogies, content, and resources in social studies
- Addressing issues of equity, diversity, social justice, anti-oppression, and inclusion through the social studies curriculum

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 444: Classroom management

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

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

➢ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
  ➢ Conform to the new official course outline form as per UEC;
  ➢ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
  ➢ Update course materials; and,
  ➢ Ensure that current trends and research were represented.

In addition, the latest revisions to the BC Teachers' Council's Approval Standards for Teacher Education programs were updated with specific mention of teaching strategies and focus on "anti-oppression" in teacher education programs. As such, this language has been incorporated into the calendar description, learning outcomes, and course content.

In addition, this course will have a name change. This change is based on two factors:
  o This course was based on one of the BEd's <u>program</u> goals (title classroom management). To be more inclusive and strengths-based, this goal has been revised to be "classroom culture

and management. As such, this course has been revised to reflect this change more appropriately.

- o Due to changes in the program structure, this course will no longer be for both secondary and elementary teacher candidates as their needs in this area are quite different (as per feedback in the program review). This course will now just be for elementary teacher candidates.
- o As such, the new course title will be: **Creating positive environments for elementary learning**

➤ If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

➤ Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No.

➤ Which program areas have been consulted about the change(s)? None.

➤ In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

- o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
- o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

- ➤ This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

➤ If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

- ➤ Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

$30 – 100 depending on texts.

ORIGINAL COURSE IMPLEMENTATION DATE:	May 2008
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 444	**Number of Credits:** 1 Course credit policy (105)

Course Full Title: Creating Positive Environments for Elementary Learning
Course Short Title: Positive Environ.: Elementary

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Introduces traditional, contemporary, and Indigenous approaches to developing positive environments for learning in elementary classrooms. The use of routines, individual behaviour plans, whole class reward systems, environmental supports, strength-based assessments, and student choice will be examined. Issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to learning environments are addressed.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours		Expected frequency: **Annually**
Lecture/seminar	5	Maximum enrolment (for information only)**: 32**
Tutorials/workshops	10	**Prior Learning Assessment and Recognition (PLAR)**
		PLAR cannot be awarded for this course because:
		Connected to practicum
Total hours	**15**	**Transfer Credit** *(See bctransferguide.ca.)*

Scheduled Laboratory Hours	Transfer credit already exists: **Yes**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes	Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Identify the strengths and challenges of various theories of classroom management and positive learning environments.
2. Critically reflect on their own values in relation to various theories of classroom management and positive learning environments.
3. Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines, individual behaviour plans, and whole class reward systems.
4. Examine Indigenous perspectives in relation to the development of a classroom culture and management.
5. Reflect on issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to classroom management strategies.

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

Assignments:	100%		%		%
	%		%		%

Details:

It is important to note that this is a 1 credit course (15hrs) with only two assignments: philosophy paper (50%), presentation (50%).

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Other	Levin, J., Nolan, J.F., Kerr, J.W., & Elliott, A.E.	Principles of classroom management: A professional decision-making model, 2nd Canadian Edition. Pearson Education Canada.	2014
2.	Textbook	Denti	Proactive classroom management: A practical guide to empower students and teachers	2012
3.				
4.				
5.				

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

Course Content and Topics

- Examine elementary classroom culture and management using traditional, contemporary, and Indigenous perspectives
- Define classroom management in relation to control and power (teacher and student)
- Define inappropriate behaviour
- Create interventions for common problems versus chronic or severe problems
- Develop standards for classroom behaviour that address issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization
- Reflect on individual behaviour plans for students with chronic or severe problems
- Develop a plan to address student motivation in relation to classroom management
- Examine whole school culture in relation to classroom management

Memo for New Course

To: FECHDCC/UEC

From: Sheryl MacMath, Department Head, Teacher Education

Date: August 10th, 2022

Subject: Proposal for new course EDUC 449: Creating positive environments for learning in secondary classrooms

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):

   As part of both an internal and external program review in 2021 – 2022, graduates and committee members recommended an increase in the amount of time that secondary teacher candidates spent on classroom culture and management. Issues specific to secondary classrooms including trauma informed practice, absenteeism, violence, electronic device expectations, etc, needed more time and attention. This same need was not noted for elementary teacher candidates. As such, we needed to alter the course: EDUC 444: Classroom management. EDUC 444 addressed classroom management for K to 12 teacher candidates and is one-credit. As such, we are creating EDUC 449: Creating positive environments for learning in secondary classrooms (this title matches the recommended changes to the EDUC 444 course title).

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes (ILOs)](#):

   This course includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

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?

   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).

   This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning. As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.

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

   This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

   None

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

   $30 – 100

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE: September 2023

REVISED COURSE IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (six years after UEC approval): January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 449	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Creating Positive Environments for Learning in Secondary Classrooms **Course Short Title:** Positive Environ.: Secondary

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Introduces traditional, contemporary, and Indigenous approaches to developing positive environments for learning in secondary classrooms. The use of routines, individual behaviour plans, environmental supports, strength-based assessments, and student choice are examined in relation to the unique needs of adolescents. Issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to learning environments are addressed.

Prerequisites (or NONE):	Admission to the Bachelor of Education
Corequisites (if applicable, or NONE):	None
Pre/corequisites (if applicable, or NONE):	None

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

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.)

Course Details

Special Topics course: **No**

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

Directed Study course: **No**

(See policy 207 for more information.)

Grading System: **Credit/No Credit**

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

Expected frequency: **Annually**

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

Typical Structure of Instructional Hours

Lecture/seminar	10
Tutorials/workshops	20
Total hours	**30**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connected to practicum

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

Transfer credit already exists: **No**

Submit outline for (re)articulation: **No**

(If yes, fill in transfer credit form.)

Scheduled Laboratory Hours

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

Department approval: Dr. Vandy Britton	**Date of meeting:**	Dec 8, 2021
Faculty Council approval	**Date of meeting:**	December 2, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Identify the strengths and challenges of various theories of classroom management and positive learning environments.
2. Critically reflect on their own values in relation to various theories of classroom management and positive learning environments.
3. Critically examine their strengths and challenges as a facilitator of learning.
4. Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines and procedures, and individual behaviour plans.
5. Describe how to create respectful and meaningful relationships with adolescents and the impact this has on developing a cohesive classroom community.
6. Examine Indigenous perspectives in relation to the development of a strengths-based classroom community.
7. Reflect on issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to classroom management strategies.
8. Determine proactive responses to challenging management situations.

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

Assignments:	100%		%		%
	%		%		%

Details:

Management plan (30%), case study review (20%), management philosophy (20%), presentation (30%)

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Levin et al	Principles of classroom management: A professional decision-making model	2015
2.				
3.				
4.				
5.				

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

Course Content and Topics

- Examine secondary classroom culture and management using traditional, contemporary, and Indigenous perspectives
- Define classroom management in relation to control and power (teacher and student)
- Define inappropriate behaviour
- Create interventions for common problems versus chronic or severe problems
- Develop standards for classroom behaviour that address issues of equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization
- Reflect on individual behaviour plans for students with chronic or severe problems
- Develop a plan to address student motivation in relation to classroom learning
- Examine whole school culture in relation to classroom management
- Interventions: role playing and re-imagining challenging management situations

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 450: Second language learning in classroom practice

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

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

➤ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
➤ Conform to the new official course outline form as per UEC;
➤ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
➤ Update course materials; and,
➤ Ensure that current trends and research were represented.

In addition, the latest revisions to the BC Teachers' Council's Approval Standards for Teacher Education programs were updated with specific mention of teaching strategies and focus on "anti-oppression" in teacher education programs. As such, this language has been incorporated into the learning outcomes and course content.

Finally, this course is undergoing a name change to reflect the changing landscape of Canadian society and schools. There is a move to de-center English language given the multicultural landscape we live in. As such, the name is being changed to: **EDUC 450: Language teaching and learning in a plurilingual society.**

➢ If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

➢ Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No.

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

None.

➢ In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.

   o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

   ➢ This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

➢ If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

   ➢ Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

$30 – 100 depending on texts.

CWC comment and response:

- The course outcomes and content appear to be more than what would typically be expected for a 2-credit course. Screening noted that this comment also applies to the other 1- and 2-credit courses. In several cases, the topics and level of outcomes and assignments seem difficult to accomplish in a meaningful way. UEC may have concerns about this.

Thank you, but as a post degree program, these are quite doable for candidates. The outcomes for this course specifically are in prep for long practicum where they will need to do these with their students. It builds on the work completed earlier in the program.

ORIGINAL COURSE IMPLEMENTATION DATE:		January 2008
REVISED COURSE IMPLEMENTATION DATE:		September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**		January 2029

UNIVERSITY OF THE FRASER VALLEY

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 450	**Number of Credits:** 2 Course credit policy (105)

Course Full Title: Language Teaching and Learning in a Plurilingual Society
Course Short Title: Lang Teach Plurilingual Soc

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Prepares teachers in curriculum design, instruction, and assessment for language learners from a wide variety of linguistic and cultural backgrounds and considers the context of second language learning in B.C. Focus is on curriculum design, supports for English Language Learners (ELL), and planning and teaching B.C. Core French and/or Core French, Modern, or Indigenous languages.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Credit/No Credit**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours		Expected frequency: **Annually**
Lecture/seminar	10	Maximum enrolment (for information only)**: 32**
Tutorials/workshops	20	**Prior Learning Assessment and Recognition (PLAR)**
		PLAR cannot be awarded for this course because:
		Connected to practicum
Total hours	**30**	**Transfer Credit** *(See bctransferguide.ca.)*

Scheduled Laboratory Hours	Transfer credit already exists: **Yes**
Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes	Submit outline for (re)articulation: **No** *(If yes, fill in transfer credit form.)*

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Analyze historical and current theories, principles, and approaches related to second language learning.
2. Identify their own development, proficiencies, and identities as language learners within a plurilingual society.
3. Explain policies, programs, and practices for supporting English Language Learners (ELLs) across the curriculum.
4. Identify principles for effective curriculum and culturally/linguistically responsive pedagogies in multilingual, multi-ethnic classrooms.
5. Demonstrate the ability to align curricular competencies, content, academic language objectives, and inclusive pedagogies to support ELLs across the curriculum.
6. Design and teach a beginner second language lesson for Core French, modern, or Indigenous language learners that reflects research-informed second language approaches and innovative, engaging teaching strategies.
7. Identify issues related to equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in relation to second language teaching and learning.
8. Identify professional development and classroom teaching resources for current and future practice in second language teaching.

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

Assignments:	100%		%		%

Details:

Lesson plans (40%), reflections (20%), in class teaching (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	Cummins & Early	Big Ideas for Expanding Minds: Teaching English Language Learners Across the Curriculum	2015
2.	Textbook	Turcotte, M.	My FSL Learning Environment: The Key to Success!	2016
3.	Online resource	Curriculum Services Canada/Services des programmes d'étude Canada	FSL: French as a Second Language: A Guide to Reflective Practice for Core French Teachers	2012
4.	Online resource	B.C. Ministry of Education	Core French 5-8 and Languages 8-12 Curriculum	2016
5.				

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

Personal electronic devices (computer, iPads, etc.) for online reading and activities.

Course Content and Topics

- The multicultural and plurilingual landscape – Canada and B.C.
- Research, policy, and practice related to diverse learning needs, second language learning, and inclusion
- Bilingualism, multiculturalism, cultural identities, cultural diversity
- Policies, standards, and practices for welcoming, assessing, and supporting English Language Learners (ELLs) in B.C. schools
- Stereotypes, myths, assumptions, and biases regarding ELLs
- Learner Identify, Linguistic "Funds of Knowledge" and "Translanguaging" as cognitive second language learning tools
- Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- Integration of competencies, content and academic language planning across the curriculum for ELLs
- Pedagogies for scaffolding learning and cultivating academic discourse in the content areas for English Language Learners
- Assessment of second language competencies using the Common European Framework of Reference (CEFR)
- Theories of Second Language Acquisition (SLA) and teaching methodologies (comprehensible input, communicative language teaching (CLT), action-oriented, neurolinguistic, and literacy-based approaches)
- B.C. Core French 5-8 and Secondary Languages 8-12 curriculum
- Positive classroom environments for language learning
- Language proficiencies (oral, interactive, reading, writing)
- Teaching and assessment strategies for second language learners
- Cultural and social aspects of language learning
- Curriculum planning for effective second language learning in K-12 classrooms
- Learner autonomy and metacognition
- Issues of equity, diversity, anti-racism, anti-oppression, inclusion, and decolonization in the second language classroom

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Co-chair BEd Program Review Committee

Date: Sept 27, 2022

Subject: Proposal for revision of: EDUC 454: Mental Health and Special Learning Needs in Schools

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

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

➤ Rationale for change:

As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. As part of these revisions, all course outlines were updated to:
  ➤ Conform to the new official course outline form as per UEC;
  ➤ Ensure EDID (equity, diversity, inclusion, and decolonization) was included in the learning outcomes, course content, and course description;
  ➤ Update course materials; and,
  ➤ Ensure that current trends and research were represented.

Finally, the title was changed for a variety of reasons:
  o A need to address mental health earlier in the program and not as a separate entity from special learning needs. Mental health and trauma informed practices are critical more than ever in schools, and, as such, needed to be integrated into all courses focusing on special education needs.
  o We also wanted a focus on teaching and learning that emphasized diverse rather than 'special' needs as this is more inclusive and strengths-based.
  o As such, the new title will be: **EDUC 454: Supporting Students with Diverse Needs.**

If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

There were no substantial changes to the learning outcomes. This course already includes outcomes related to demonstrating information competency, analyzing critically and imaginatively, proficiently using knowledge and skills, initiating inquiries, communicating effectively, and engaging in collaborative leadership. As this is a course that develops the knowledge and skills for practicum in local schools, it also teaches students to contribute locally.

➢ Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

No.

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

None.

➢ In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

- o As the BC curriculum includes learning standards related to Indigenous content and ways of knowing in every grade, this course addresses them throughout.
- o This course is designed to address the TRC's calls to action #62 and 63 while explicitly addressing the First Peoples' Principles of Learning in relation to teaching and learning.

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

➢ This course addresses EDID through curriculum content, as well as looking at planning for diverse students. All assignments require students to illustrate how they will design activities to address a variety of student needs.

➢ If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

  ➢ Class size of 32 to align with current practice. No budget implications. See attached note from the Dean of FECHD.

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

CWC comment and response:

- As with EDUC 450, this course includes a lot of content for only 1 credit/15 hours; UEC may have some concerns.

  This course has always been 1 credit with six learning outcomes. I think it is important to note that this is a post degree program and these expectations are appropriate. Thank you.

UNIVERSITY
OF THE **FRASER VALLEY**

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2008
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 2029

Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: EDUC 454	**Number of Credits:** 1 Course credit policy (105)

Course Full Title: Supporting Diverse Learners
Course Short Title: Supporting Diverse Learners

Faculty: Faculty of Education, Community, & Human Dev.	**Department (or program if no department):** Teacher Education

Calendar Description:

Provides students with practical strategies for supporting learners with diverse and superdiverse profiles/identities, including Indigenous identities, dis/abilities, cultures, gender identities, and/or socio-economic status. Emphasis will be on service models in B.C. schools; working with School Based Teams, EAs, and external professionals; implementing IEPs; and instructional strategies to provide specialized supports.

Prerequisites (or NONE):	Admission to the Bachelor of Education.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

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

Former course code/number:

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Credit/No Credit**

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

Expected frequency: **Annually**

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

Typical Structure of Instructional Hours

Lecture/seminar	10
Tutorials/workshops	5
Total hours	**15**

Prior Learning Assessment and Recognition (PLAR)

PLAR cannot be awarded for this course because:

Connected to practicum

Scheduled Laboratory Hours

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

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

Transfer credit already exists: **Yes**

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

Department approval	**Date of meeting:**	December 8, 2021
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Design learning communities and activities that offer multiple points of entry for students with diverse abilities, identities, beliefs, talents, and challenges.
2. Collaborate with educators across diverse areas of expertise to co-design learning activities and co-teach in inclusive classrooms.
3. Demonstrate how to ethically engage with families, school-based team members, and community-based supports in multi-disciplinary teams.
4. Describe how to identify students for additional services and engage with special education support systems.
5. Co-construct strengths-based IEPs and identify how to begin working with and implementing an IEP.
6. Use strategies to resolve or mitigate potential conflict in pro-active ways.

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

Assignments:	60%	Project:	40%		%
	%		%		%

Details:

Assignments: UDL lesson plan (20%), role play reflections (40%)
Inquiry project: intensive supports (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	Mirko Chardin & Katie Novak	Equity by Design: Delivering on the Power and Promise of UDL	2021
2.	Online resource	Ministry of Education	Children and youth with special needs: A framework for action: Making it work	2008
3.	Online resource	Shelley Moore	5MM: Inclusion Video Strategies	2019
4.	Article	ASCD	Discipline Your Emotions	2021
5.				

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

Course Content and Topics

- Identifying (super)diverse learning needs
- Creating inclusive communities of learning
- Creating ethical relationships with families
- Designing inclusive learning activities
- Specialized instructional strategies
- B.C. Special Education service models
- Co-constructing and implementing strengths-based IEPs
- Working with a School Based Team and a Multi-disciplinary Team
- Collaborating with EAs and Learning Support Teachers
- Conflict resolution styles and strategies

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Teacher Education, Department Head

Date: August 10th, 2022

Subject: Proposal for revision of EDUC 441: Designs for online learning

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

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

2. Rationale for change:

   As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. Based on feedback from graduates, as well as the recommendation of both the internal and external program review committees, we are discontinuing EDUC 441 with no replacement. Over the last 5 – 10 years the teacher education faculty have been increasing their use of technology, both online and F2F, both synchronously and asynchronously. This integration of technology throughout the program, combined with an educational technology course in the Fall (EDUC 446), EDUC 441 became redundant. The one-credit from this course will put towards an increase of time on secondary classroom management (a need identified in the review).

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

   No

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

   None.

Memo for Course Changes

To: FECHDCC/UEC

From: Sheryl MacMath, Teacher Education, Department Head

Date: August 10th, 2022

Subject: Proposal for revision of EDUC 453: Literacy across the curriculum

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

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

2. Rationale for change:

   As part of our 2021 – 2022 program review year (including our five-year maintenance review with the BC Teachers' Council), the Teacher Education Department has completed revisions for all official course outlines. Based on feedback from graduates, as well as the recommendation of both the internal and external program review committees, we are discontinuing EDUC 453 with no replacement. Graduates called for a greater focus on early literacy (reading and writing) as opposed to curriculum integration. They also wanted this additional time to occur earlier in the program (prior to practicum). As such, this course is being discontinued and the one-credit for this course is being added to EDUC 420: Designs for learning elementary language arts.

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
   No

4. Which program areas have been consulted about the change(s)?
   None.

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members, and 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 100: Introduction to 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 100 is due for review. The changes update the official outline to better reflect current scholarship in political science and to formally include diverse perspectives, especially Indigenous and decolonial perspectives, into the study of political science.
   - Calendar description has been updated to make it clearer and more succinct.
   - Revisions to learning outcomes and assessments focused on including diverse perspectives, indigenization, more transferable skills development, and experiential learning. For example, study skills mini assignments are a series of online modules that students complete at their own place. They introduce students to important topics like using the UFV library for research, formulating a research question, academic citation, etc. The political simulation assignment incorporates experiential learning into the course, giving students the opportunity to roleplay as civil servants or legislators.
   - Readings updated to more contemporary texts and to include more Indigenous content (Telford chapter) and content by Indigenous authors (Simpson book).
   - Course content and topics updated to be more student friendly, and to include more Indigenous content, and to cover issues related to equity, diversity, and inclusion in more detail. For

example, shifting from using the language of multiculturalism to intersectional analysis, which focuses on the influence of race, gender, class and politics.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course Learning Outcome	Program Learning Outcome	Institutional Learning Outcome
Describe the key questions, concepts, and subfields of political science.	*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.
Explain the significance of institutions, actors, and ideas/values in political science.	*Knowledge of the Discipline* (see details above)	Use knowledge and skills proficiently.
Apply political science concepts to understand current events.	*Application of Knowledge*: 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.
Identify relevant sources in the academic and grey literature.	*Research Methods*: Students will develop an understanding and be able to apply both diverse quantitative and qualitative research methods in the discipline of political science to design, conduct, analyze and write research reports and essays.	Demonstrate information competency.
Identify how Indigenous worldviews shape Indigenous politics, and how colonialism and decolonization impact politics.	*Values and 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 respectful and professional practices.

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

n/a

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

   n/a

6. In what ways does this course (not just the proposed changes) contribute to <u>Indigenizing Our Academy</u>? 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: <u>UFV Integrated Strategic Plan</u>, <u>Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05)</u>, the <u>TRC Calls to Action</u>, and/or the <u>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</u>.

   - Topic Selection: this course introduces to Indigenous politics in Canada and Indigenous ways of knowing. Students will read sources written by Indigenous scholars to gain a better insight into Indigenous perspectives on politics in Canada.
   - Curriculum delivery: the learning objectives and curriculum delivery reflect the expectation that students should read the work of Indigenous scholars and understand Indigenous perspectives on politics, instead of focusing solely on Eurocentric political concepts. The readings include texts by Indigenous scholars, texts that deal with Indigenous issues, like land claims, indigenous sovereignty, and other important concepts.
   - Assignment design: the course as revised places an emphasis on student engagement, including class discussion and small group exercises. The written assignments focus on developing key skills over time with significant feedback to students. The written assignments encourage students to think in creative ways and to draw on their own backgrounds and knowledge systems.

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

   - Topic Selection & curriculum delivery: the course introduces students to diverse ways of understanding politics. For example, students are taught to analyze politics through the lens of intersectionality, which encourages them to consider how race, gender, and class impact politics. Diverse topics are covered in the course, and students are asked to focus on how politics is experienced by those on the margins of society.
   - Assignment design: assignments are designed using the principles of universal learning design in order to be as accessible as possible. Students are offered multiple methods to demonstrate what they learned: through research assignments but also through experiential learning simulations, and tests.

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.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	September 1999
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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 100	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Introduction to Politics
Course Short Title: Introduction to Politics

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Introduces key areas of the study of politics with a focus on political order, political action, and ideas. Discusses contemporary political issues in Canada and around the world.

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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Scheduled Laboratory Hours

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

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:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Describe the key questions, concepts, and subfields in political science.
2. Explain the significance of institutions, actors, and ideas/values in political science.
3. Apply political science concepts to understand current events.
4. Identify relevant sources in the academic and grey literature.
5. Identify how Indigenous worldviews shape Indigenous politics, and how colonialism and decolonization impact politics.

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

Assignments:	55%	Quizzes/tests:	20%	Final exam:	25%
	%		%		%

Details:

Study skills mini-assignments (citation, plagiarism, research puzzles, academic voice): 15%
Political simulation: 15%
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	MacLean, George A. Wood, Duncan R. and Turnbull, Lori.	Politics: An Introduction (3rd). Oxford UP.	2020
2.	OER book	Ballamingie, P, and Szanto, D.	Showing Theory to Know Theory. https://ecampusontario.pressbooks.pub/showingtheory/	2022
3.	Online resource	Telford, H.	"Ch. 10 Aboriginal Rights", *Engaging Canadian Politics* (pp 216-249). Northrose.	2021
4.	Online resource	Garner, Ferdinand and Lawson	"Ch 7 Challenges to the dominant ideologies" in *Introduction to Politics* (pp.139-160). Oxford UP.	2020
5.	Textbook	Simpson, L.B.	A Short History of the Blockade: Giant Beavers, Diplomacy, and Regeneration in Nishnaabewin. Edmonton, AB: Univ. of Alberta Press.	2021

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

Course Content and Topics

- Introduction
- What is politics?
- How do we study politics?
- What is political philosophy?
- What do governments do?
- How do governments work?
- How can citizens participate in politics? Parties and elections
- How can citizens participate in politics? Social movements and advocacy groups
- What is intersectionality?
- What are Indigenous politics?
- What is international relations?
- Political simulation – model parliament

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: September 2022

Subject: Proposal for revision of POSC 230, Democracies and Authoritarian Regimes

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 230 is due for review. The changes update the official outline to better reflect current scholarship in comparative politics and to formally include Indigenous and decolonial approaches to the study of comparative politics.
   - The new course title, "POSC 230, Democracies and Authoritarian Regimes," identifies the content of the course more clearly to students.
   - The revisions also reflect that POSC 230 is offered each Fall and Winter term, can be offered in a variety of delivery modes, and should have 36 students.
   - Revisions to the calendar description describe the course in clear language.
   - Revisions to the learning outcomes, assignments, texts/documentaries, and course content/topics reflect that this course addresses diverse political experiences and includes a substantial focus on Indigenous Peoples' politics and on politics in the Global South. The revised learning outcomes better reflect that this is a 200-level class. The revised assignments reflect that this course is offered in multiple formats, including as an in-person course and an online asynchronous course. The assignments on the outline can be adapted to multiple delivery formats.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes (ILOs)](#):

- The learning outcomes are similar to the previous learning outcomes but better reflect that this is a 200-level course. They also include a commitment to learning from scholarship by Indigenous Peoples and from decolonial approaches to politics that was not explicit in the previous outline.

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

- POSC 230 is part of the GDS major and minors. The GDS Program is currently under review by the GDS Program Committee.

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

- GDS Program

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)](#).

- As currently taught, POSC 230 includes significant content about Indigenous Peoples, including case studies of Indigenous politics in the United States and Mexico and a discussion of the UNDRIP. This course asks students to learn from Indigenous scholars and to understand how Indigenous Peoples in Canada understand key concepts, including sovereignty. It requires students to read and study the UNDRIP. The changes to the course outline formally encode how POSC 230 is already taught and make sure that the course will continue to address Indigenous knowledge and politics.

- The learning objectives and curriculum delivery reflect the expectation that students should read the work of Indigenous scholars and understand Indigenous political thought, rather than simply memorize Western definitions of political concepts. The readings include texts by Indigenous scholars, texts that deal with Indigenous issues, and documentary films by Indigenous filmmakers and that address Indigenous issues. The use of documentaries helps to decenter academic writing as a source of knowledge and exposes students to oral traditions.

- The course as revised includes substantial class discussion, and the written assignments build skills over time with significant feedback to students. The written assignments encourage students to think in creative ways and to draw on their own backgrounds and knowledge systems.

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

- The readings and documentaries used in this course are available on Blackboard. The readings are all readable using a screen reader, and the general course design on Blackboard also reflects

accessibility. The texts follow a variety of formats and tend to be short. Students read multiple texts each week, all of which are accessible to lower-division students. The course also uses documentaries (with captions) to convey information. There are no exams in the course, and students work on major assignments in stages. Class discussion allows students to learn collaboratively.

- This is a course about politics in different places. It covers diverse experiences, and the texts and documentaries that it uses include sources by Indigenous people, women, people of colour, people from different national backgrounds, and LGBTQ+ people. By assigning many shorter readings, the course is able to address issues that concern Indigenous Peoples, ethnic and racial minorities, LGBTQ+, and women in more contexts than covered in standard textbooks. It provides students opportunities to recognize themselves in the authors, documentarians, readings, and documentaries. In addition, students should leave this course with a better understanding of societies other than their own and of diversity and activism worldwide.

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 class.

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

- Less than $50. The current costs to students for textbooks and materials is $0, but students will need internet access to access the readings and documentaries and may pay to print assignments or readings for class.

CWC comment and response:

- Learning outcome #6 ("Critique prominent scholarship in the field of comparative politics") seems to be a relatively high-level outcome for a second-year course with no prerequisites. Screening is not opposed to this outcome, but wanted the department to be aware that this is unusual and may be too ambitious for many students.

  Students who take POSC 230 currently read carefully-selected articles and book chapters from prominent scholars in the field of comparative politics among other material. They are asked to reference course readings in their written assignments. The learning objective to "Critique prominent scholarship in the field of comparative politics" is somewhat difficult, but it is an objective that the course scaffolds through class readings, lecture, class and group discussion, and the short analysis assignments that students write. Including it as an official learning objective reflects the skills students will gain in POSC 230.

	ORIGINAL COURSE IMPLEMENTATION DATE:	January 2011
UNIVERSITY OF THE FRASER VALLEY	REVISED COURSE IMPLEMENTATION DATE:	September 2023
	COURSE TO BE REVIEWED (six years after UEC approval):	January 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 230	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Democracies and Authoritarian Regimes
Course Short Title: Democ. & Authoritarian Regimes

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Compares political systems in different countries to better understand diverse political experiences. Analyzes how governments function, and explores how political scientists understand concepts, such as sovereignty, the state, the rule of law, and regime types.

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

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Expected frequency: **Twice per year**

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

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

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:**	September 2022
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Apply the comparative method to political issues in different countries.
2. Assess concepts, including the state, sovereignty, democracy, and the rule of law, from the point of view of established theory, including Indigenous knowledge systems, and decolonial approaches.
3. Explain how different institutional configurations, such as parliaments and presidential systems, may affect political and social outcomes.
4. Analyze political issues using different theoretical lenses, such as Indigenous political thought, institutionalism, social movement theory, democratic theory, political psychology, and gender-based approaches.
5. Explain how colonialism shapes today's politics and how Indigenous, anti-colonial, and anti-racist activism impacts politics in different parts of the world.
6. Critique prominent scholarship in the field of comparative politics.

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

Assignments:	100%	%	%

Details:

Discussion	10%
Citation skills assignment	5%
Short analysis assignments (4)	20% (5% each)
Concepts paper	30%
Case justification for comparative paper	5%
Comparative 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.	Online resource	Hislope, R. and A. Mughan.	*Introduction to Comparative Politics: The State and Its Challenges*. New York: Cambridge Univ. Press. 30-61.	2012
2.	Article	Lightfoot, S.R and D. MacDonald	"Treaty Relations between Indigenous Peoples: Advancing Global Understandings of Self-Determination" *New Diversities* 19 (2): 25-39.	2017
3.	Article	Müller, J.-W.	"Democracy and disrespect." *Philosophy and Social Criticism* 45(9-10): 1208–1221	2019
4.	Article	Stepan, A., J. J. Linz, and Y.Yadav	"The Rise of 'State-Nations'" *Journal of Democracy* 21(3): 50-68	2010
5.	Online resource	United Nations	61/295. United Nations Declaration on the Rights of Indigenous Peoples/ https://documents-dds-ny.un.org/doc/UNDOC/GEN/N06/512/07/PDF/N0651207.pdf?OpenElement	2007

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

Course Content and Topics

- Understanding politics comparatively
- Sovereignty, Indigenous peoples, and the UNDRIP
- States and nationalism
- Comparative institutions
- Democracy and authoritarianism
- Inequality and mobilization
- Majorities, minorities, and governments
- Cases: developed democracy – United States
- Cases: developed democracy – France
- Cases: developing democracy/ partial democracy – Mexico
- Cases: developing democracy/ partial democracy – India
- Cases: authoritarian regime – Angola
- Worldwide challenges

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: September 2022

Subject: Proposal for revision of POSC 300, Research Design and Methods

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 300 is a required class in the Political Science major. The course outline for this class needed to be updated to reflect the breadth of current approaches to Political Science research and to include Indigenous, community-based, and collaborative research methods.
   - The current prerequisites for POSC 300 of "60 university-level credits, including nine credits of lower-level Political Science" do not reflect the minimum required for students to have a reasonable chance of success in the course. The hours requirement is too high for the difficulty of the course, and the number of POSC credits required does not reflect that students do not need extensive foundations in Political Science to succeed in POSC 300. Much of the material about research covered in POSC 300 is not specific to Political Science and, instead, reflects best practices in the social sciences more generally. Students do need some familiarity with Political Science and need to have taken at least a year of full-time university studies to be prepared to take POSC 300. The Political Science Department has lowered the prerequisites on POSC 300 to "45 university-level credits, including 3 credits of POSC" to accurately reflect the preparation that students need to have a reasonable chance of success in the course. We have taken the suggestion of the CWC of the UEC to raise the university-level credits to 45 to be consistent with other 300-level courses in POSC. . Decreasing the prerequisites for POSC 300 better reflects the

course's purpose in the Political Science Major. POSC 300 prepares students to understand social science research, write research designs, and do research as part of their studies at UFV. The Political Science Department wants to encourage Political Science majors to take POSC 300 as one of the first upper-division courses that they take at UFV. It is a core course in the Political Science Major that builds skills that students will benefit from having in other upper-division courses, and the current prerequisites do not reflect this reality. Instead, the current high prerequisites on POSC 300 have led a number of Political Science majors to wait to take POSC 300 until they are close to finishing their degrees, which means that these students are not able to apply what they learn in POSC 300 to much of the rest of their studies at UFV. Lowering the prerequisites on POSC 300 better reflects how this course fits into the Political Science program and what preparation students need to succeed in the course.

- The Global Development Studies Program Committee (GDS PC) included POSC 300 as a methods course option for GDS BA students in their proposal to revise this degree. The change in prerequisites to 45 university-level credits, including 3 credits of POSC also opens access to POSC 300 for students from other disciplines. The decrease in prerequisites makes POSC 300 feasible for GDS BA students, who must also schedule a practicum in their degree. This is a good course for GDS BA students, because it prepares students to write research designs and grant proposals and to do their own research, which are all skills that development practitioners need.

- The revised title, "POSC 300 Research Design and Methods," and calendar description provide a clearer overview of the course

- POSC 300 is offered each year (typically in Winter) and can be offered in a variety of delivery modes.

- Revisions to the learning outcomes, texts, grading system, and evaluation methods are necessary to better reflect the diversity of approaches to research in political science and to include Indigenous and community-based research methods.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

- The changes to the learning outcomes are not substantial. The changes are for the purposes of:

  - Giving students experience with research design

  - Indigenizing the course

  - Decolonizing the course and its approach to research

  - Teaching a broader and more diverse set of research methods

  - Better matching the learning outcomes to the fact that this is 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 is a proposed course for the GDS major. The decrease in prerequisites, the increased frequency at which POSC 300 will be offered as listed on the course outline, and the multiple modes of delivery all make the course more accessible to GDS students.

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

   - GDS Program 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 research methods course works to decolonize and Indigenize the research process. Students read about Indigenous research methods from sources written by Indigenous scholars, and this course emphasises that Western approaches are not the only ways to do research. This emphasis is extremely important, because many research methods courses devalue non-Western and Indigenous knowledge systems.

   - The revised version of the course asks students to develop their own skills and ethics as researchers by developing a research design. Students must think about how they would do research on a practical level and about how their own communities and relationships inform their work as a researcher. They must also think about ethics.

   - The research design project takes place over the course of the class, and it includes many short assignments that students will write and discuss. Students receive extensive feedback about their ideas, and they learn and reflect as a community. The course involves extensive discussion and asks students to learn from each other every week.

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

   - The guiding principle of this course is that there are many ways to do research for political science and related disciplines. The course asks students to learn about different research methods, to evaluate which methods make sense to them, and to pick methods they could use to answer questions that interest them.

   - This course asks students to think like researchers, and it emphasizes that researchers come from many different backgrounds and use many research methods. Students will read material written by researchers who are Indigenous, women, and visible minorities.

   - The research design assignment emphasises creative thought, learning from feedback, and providing good feedback to fellow students.

   - The course uses take-home exams that students have several weeks to complete, and students can use the readings and their notes to help them answer the questions on these exams. Class assignments can be modified for students who need accommodations.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

   - There are no special considerations for this course.

   - Students develop a research design but do not conduct actual primary research during this course. The course will prepare them to conduct their own research in the future.

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

    -   $100, which includes a textbook and the costs of printing assignments to bring to class for the in-person versions of the class. Students will also need internet access.

CWC comment and response:

-   A reduction in prerequisites from 60 credits with 9 credits of POSC to 30 credits with 3 credits of POSC is a substantial change. 45 credits (possibly with 6 credits of POSC) would be more consistent with other 300-level courses, and would ensure that students don't take this course until the second half of their second year.

    We have changed the prerequisites to read: "45 university-level credits, including 3 credits of POSC." The revised memo better explains the logic behind reducing the prerequisites on this course. The current perquisites are not in keeping with UFV Policy 84, because they are greater than the minimum required for students to have a reasonable chance of success in the course. The revised prerequisites follow UFV policy by removing unnecessary prerequisites. Decreasing the number of hours required reflects that this is a core upper-division course that will best serve Political Science majors if they take it early within their upper-division studies. Decreasing the number of POSC credits required reflects that the methods taught in the course, while focused on Political Science, are not exclusive to the discipline. This course is a methods option for the proposed revised Global Development Studies BA, and the decrease in prerequisites facilitates the access of GDS BA students to the course.

ORIGINAL COURSE IMPLEMENTATION DATE:	January 1976
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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 300	**Number of Credits:** 3 Course credit policy (105)
Course Full Title: Research Design and Methods **Course Short Title:** Research Design & Methods	
Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Provides a foundation to evaluate and to conduct research about political issues. Covers research design and methods for the study of politics, including quantitative and qualitative empirical, normative, interpretive, and Indigenous research methods.

Prerequisites (or NONE):	45 university-level credits including three credits of POSC.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Antirequisite Courses *(Cannot be taken for additional credit.)*	**Course Details**
Former course code/number: **POSC 200**	Special Topics course: **No**

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

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

Cross-listed with:

Equivalent course(s):

(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)

Course Details

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

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

Grading System: **Letter grades**

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

Expected frequency: **Annually**

Maximum enrolment (for information only)**: 28**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

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.)

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	September 2022
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Explain the principles of quantitative and qualitative empirical research, interpretive research, and normative research.
2. Explain how Indigenous ways of knowing inform Indigenous research methods.
3. Compare the types of knowledge that different research methods generate.
4. Formulate researchable questions.
5. Apply appropriate research methods to create a research design.
6. Analyze scholarship that employs different ontologies, methodologies, and epistemological approaches.

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

Assignments:	65%	Quizzes/tests:	15%	Final exam:	20%

Details:

In-class exercises and discussion	12% (1% each)
Research topic assignment	3%
Research question assignment	5%
Theory and concepts assignment	5%
Research design draft	10%
Presentations of research design	5%
Revised research design	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.	Online resource	Bauböck, R.	"Normative Political Theory and Empirical Research." In: D. della Porta and M.I Keating, eds. *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective.* New York: Cambridge Univ. Press. 40-60.	2008
2.	Article	Goodman, N., K. Bird, and C. Gabel	"Towards a More Collaborative Political Science: A Partnership Approach." *Canadian Journal of Political Science* 50(1): 201-218.	2017
3.	Textbook	Halperin, S and O. Heath	*Political Research: Methods and Practical Skills, 3rd ed.* Oxford, UK: Oxford Univ. Press	2020
4.	Online resource	Smith, L. T.	*Decolonizing Methodologies: Research and Indigenous Peoples, 3rd ed.* New York: Zed Books. 123-143	2021
5.	Online resource	Walter, M. and C. Andersen	*Indigenous Statistics: A Quantitative Research Methodology.* Walnut Creek, CA: Left Coast Press, Inc. 58-81.	2013

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

Course Content and Topics

- The research process
- Research, knowledge, and positionality
- Research questions and comparisons
- Indigenous, collaborative, and activist methods
- Research design and concept formation
- Quantitative analysis I
- Quantitative analysis II
- Comparative historical research
- Interviewing, oral histories, and focus groups
- Ethnography
- Textual analysis and surveys
- Experiments
- Student research design presentations

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members, and 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 322 – American 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:
   - The course is up for six-year review.
   - The title of the course was simplified by removing "introduction to".
   - Students often take POSC 230 in their first year of university and there are no prerequisites for POSC 230. A first-year student that took POSC 230 in their first semester of university would not have a reasonable chance of success in POSC 322 (see Policy 84). The department of political science decided to remove the option of POSC 230 to fulfill prerequisites to prevent this scenario.
   - The calendar description was simplified for clarity and to reflect current scholarship in American Politics.
   - Canadian students need to study American politics to understand policy.
   - Revisions to the learning outcomes, texts, grading system, and evaluation methods are necessary to better reflect the diversity of approaches to research in political science and to include Indigenous content and learning.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes (ILOs)](#):

Course Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
Summarize the process of United States democratization	*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
Analyze how political institutions influence political behaviour in the United States.	*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
Consider issues in U.S. politics using Indigenous theoretical perspectives.	*Application of Knowledge in Political Science*	Analyze critically and imaginatively
Integrate ethnic and racial minority, immigrant, and gendered perspectives into their analysis of U.S. politics	*Values and 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 respectful and professional practices
Explain the roles that political parties, social movements, and civil society play in U.S. politics today	*Knowledge of the Discipline*	Use knowledge and skills proficiently
Critique current debates about U.S. politics	*Application of Knowledge in Political Science*	Analyze critically and imaginatively

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

   n/a

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

   n/a

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

   - POSC 322 includes indigenous perspectives and histories in its account of American politics. Students are taught the history of settler-colonialism in the U.S., and are encouraged to explore Indigenous perspectives of major events in U.S. history using the Dunbar-Ortiz textbook.
   - Assessments for the course encourage students to draw on diverse ways of knowing. Students show their knowledge in multiple ways, including a group presentation.
   - Curriculum delivery focuses on active learning and group work.

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

   - POSC 322 encourages students to explore U.S. politics from a variety of perspectives. The course explores issues relevant to diversity, equity and inclusion including immigration policy, social inequality in America, systemic racism, and reproductive rights.
   - Assessments are designed to encourage student autonomy. For example, with the Choose-Your-Own-Assignment, students can choose to write an opinion piece, speech, or letter to a Senator, on a topic related to U.S. politics that they are passionate about. These assignments also teach students how to engage democratically.
   - Curriculum delivery focuses on active learning and group work, to ensure that multiple learning styles are engaged.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

   n/a

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

   $75 for textbooks

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): January 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 322	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: American Government and Politics
Course Short Title: American Government & Politics

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Analyzes the development of American political institutions, democratization, and the role of the United States as a world power. Explores partisan politics, social mobilization, public policy, and current issues in U.S. politics today.

Prerequisites (or NONE):	POSC 230 or 45 university-level credits. Note: As of January 2024, prerequisites will change to 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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ 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:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Summarize the process of United States democratization.
2. Analyze how political institutions influence political behaviour in the United States.
3. Consider issues in the U.S. political system using Indigenous theoretical perspectives.
4. Integrate ethnic and racial minority, immigrant, and gendered perspectives into their analysis of U.S. politics.
5. Explain the roles that political parties, social movements, and civil society play in U.S. politics today.
6. Critique current debates about U.S. politics.

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

Assignments:	55%	Quizzes/tests:	20%	Final exam:	25%
	%		%		%

Details:

Group presentation: 20%
Choose-your-own assignment (opinion piece, briefing note, or speech): 15%
Final paper: 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	Brooks, S., Koopman, D.L. and Wilson, J.M.	Understanding American Politics (3rd). UToronto Press.	2023
2.	Indigenous knowledge	Dunbar-Ortiz, R.	An Indigenous Peoples' History of the United States. Beacon Press.	2015
3.				
4.				
5.				

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

Course Content and Topics

- Introduction – How could Donald Trump happen?
- How does American government work? Institutions
- How was American government formed? Settler-colonialism and the constitution
- How did America become a democracy? Democratization
- How does the American justice system work? Federal courts
- How do Americans choose their government? Political parties and elections
- Who is the American president? What is congress?
- Why are U.S. politics so divisive? Inequality and ideology
- What role do social movements and interest groups play in American politics? Case study: the NRA
- Why is America so powerful globally? American foreign policy and hegemony
- Issues in U.S. politics: immigration, reproductive rights
- Issues in U.S. politics: systemic racism, gun control
- Issues in U.S. politics: climate change, healthcare

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members, and 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 325 – Advocacy Groups & Social Movements in Public Policy

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 325 has never been offered and is being revised so that POSC can offer it regularly.
   - This course has been broadened to address a wider scope of issues related to advocacy and social movements in policy. The previous course was focused primarily on the Americas. The new course focuses on both Canadian and global issue.
   - Course title and calendar description were changed to address the new broadened focus.
   - The prerequisites have been decreased to 45-university level credits to better reflect the interdisciplinary nature of the study of advocacy groups and social movements. While this is an upper-division Political Science course, no prior foundations in Political Science are necessary to participate actively in this course, as the literature on social movements and advocacy groups draws from a variety of disciplines, including sociology, anthropology, history, and others. The decrease in prerequisites reflects the fact that upper-division students from a variety of disciplines who have an interest in advocacy groups and social movements should be well-prepared to take this course. The course has been added as an upper-division elective in the proposed revisions to the Global Development Studies

program. The decrease in prerequisites will make it easier for GDS students to take the course.

- Learning outcomes were changed to reflect the new focus on the course.
- The course may now be offered in both online and in-person format.
- Texts, resource, materials & evaluation methods updated to reflect new course focus.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course Learning Outcome	Program Learning Outcome	Institutional Learning Outcome
Summarize the pluralist, rationalist, and ideational approaches to studying advocacy groups and social movements.	*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.
Evaluate the role that social movements and advocacy groups play in the policy process.	*Application of Knowledge*: 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.
Identify the barriers that advocates face when mobilizing the public.	*Knowledge of the Discipline* (see details above)	Use knowledge and skills proficiently.
Analyze the contribution of advocacy groups & social movements in contemporary policy issues.	*Application of Knowledge* (see details above)	Analyze critically and imaginatively.
Defend a position on a policy issue.	*Application of Knowledge* (see details above)	Analyze critically and imaginatively.
Design a strategy for an advocacy campaign.	*Individual Growth and Professional Development*: Students will develop a deeper understanding of the political world by engaging in informed	Engage in collaborative leadership.

	analysis of issues, debates, and presentations on a variety of topics that not only prepare one for graduate studies but necessary for employment in the public and private sectors.	

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

- 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, and they have been consulted about the revisions.

-

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

- GDS curriculum committee has been consulted on this 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).

- Topic Selection – the course examines Indigenous advocacy in Canada, drawing on the Kanesatake Resistanc (Oka Crisis) and Wet'suwet'en protests as case studies. It incorporates texts/articles written by indigenous scholars, and covering topics related to indigenous social movements and advocacy.

- Curriculum delivery: the course focuses on participatory learning and group work, in addition to lecture. Students have the opportunity to learn from both the professor and one another in a collaborative setting.

- Assessment - the course provides multiple ways for students to show their learning, and incorporates group learning in the advocacy simulation group project. Students will have the opportunity to work collaboratively and apply their knowledge of advocacy to a topic they are passionate about. They will create an advocacy strategy as well as a mock: protest, speech, opinion piece, social media page, Youtube video, or protest song.

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

- Topic selection – the course examines advocacy from a variety of perspectives, and looks at diverse social movements, like Black Lives Matter, Idle No More, the gay & lesbian liberation movements, and working-class movements.

- Curriculum delivery – the course focuses on participatory learning through classroom activities in order to accommodate a variety of learning styles.

- Assessment – the assessments for this course promote student autonomy. Through the Choose-Your-Own Assignment, students have the opportunity to write using the medium of their choice (an opinion piece, speech, or manifesto).

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:

   Textbook - $30

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

UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: POSC 325	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Social Movements and Advocacy Groups
Course Short Title: Social Movements & Advocacy

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Examines how social movements and advocacy groups contribute to the development of public policy, both in Canada and abroad.

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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

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.)

Scheduled Laboratory Hours

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

Department approval	**Date of meeting:**	September 2022
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Theorize the pluralist, rationalist, and ideational approaches to studying advocacy groups and social movements.
2. Summarize the barriers that advocates face when mobilizing the public.
3. Evaluate the role that social movements and advocacy groups play in the policy process.
4. Analyze the contribution of advocacy groups and social movements in contemporary policy issues.
5. Defend a position on a policy issue.
6. Design a strategy for an advocacy campaign.

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

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

Details:

Choose-your-own assignment (advocacy assignment, briefing note, or opinion piece): 20%
Final paper: 25%
Advocacy simulation group project: 30%

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

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

	Type	Author or description	Title and publication/access details	Year
1.	Textbook	Young, L. and Everitt, J.	Advocacy Groups.	2005

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

Course Content and Topics

Part I – Concepts
- What is an advocacy group? What is a social movement?
- What is public policy?
- How do groups and movements mobilize?
- What is agenda setting?
- Are advocacy groups good for democracy?
- What is lobbying?
- How do advocacy groups influence elections or court cases?

Part II – Case studies
- Advocacy groups, social movements, and media
- Working class advocacy
- Indigenous advocacy
- Pro-gun advocacy
- Black Lives Matter
- 2SLGBTQ+ advocacy

Memo for Course Changes

To: Linda Pardy and College of Arts Curriculum Committee Members, and 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 330 Politics of Human Rights

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:
   - Name changed from "International Human Rights" to "Politics of Human Rights" to better reflect the focus of the course, and more clearly differentiate the course from CRIM 335: Human Rights and Civil Liberties. Students often take POSC 100, 230 or 260 in their first year of university and there are no prerequisites for these courses. A first-year student that took these courses in their first semester of university would not have a reasonable chance of success in POSC 330 (see Policy 84). The department of political science decided to remove the option of POSC 100, 230, and 260 to fulfill prerequisites to prevent this scenario. Removing these prerequisites will not impact Global Development Studies students who can take this course as an upper-division option in their program because they will meet the 45 university-level credits.
   - POSC 330 is due for review. The changes update the official outline to better reflect current scholarship in the field of human rights and to formally include diverse perspectives, especially Indigenous and decolonial perspectives, into the study of political science.
   - Revisions to learning outcomes and assessments focused on including diverse perspectives, indigenization, and experiential learning as well as on allowing students to show their knowledge in ways other than writing. For example, the final class is taken up with a human

rights crisis simulation, in order to incorporate experiential learning. Further, students have the option of completing a creative assignment instead of a traditional final paper.

- Students have the option of completing a creative assignment instead of the final paper. Creative assignment ideas must be approved by the instructor. This could take the form of a video, visual art, needlepoint, a song, a short story, a poem, etc. The creative assignment must still include a 1500-word write-up, which demonstrates engagement with the academic literature on a topic related to human rights, and explains the argument the student is trying to make with their piece.

- Readings updated to most recent edition of Goodhart text, and to include more Indigenous-related content (UNDRIP) and content by Indigenous authors (Lennox & Short book).

- Course content and topics updated to be more student friendly, and to include more Indigenous content, and to cover issues related to equity, diversity, and inclusion in more detail. For example, including a week on indigenous human rights and sexual orientation and gender identity rights.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional Learning Outcomes (ILOs):

Course Learning Outcome	Program Learning Outcome	Institutional Learning Outcome
Describe the liberal, social constructivist, and critical approaches to human rights and their historic development.	*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.
Evaluate the strengths and weaknesses of these approaches to human rights.	*Application of Knowledge*: 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.
Explain how approaches to human rights are implemented by governments and international human rights organizations	*Knowledge of the Discipline* (see details above)	Use knowledge and skills proficiently.
Assess the concept of universal human rights.	*Application of Knowledge* (see details above)	Analyze critically and imaginatively.

Discuss indigenous perspectives on human rights, and the importance of UNDRIP.	*Values and 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 respectful and professional practices.

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

   - 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, and they have been consulted about the revisions.

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).

   - Topic Selection: this course introduces to Indigenous perspectives on human rights and Indigenous ways of knowing. Students will read sources written by Indigenous scholars and understand how Indigenous rights are enshrined in international law.
   - Curriculum delivery: the learning objectives and curriculum delivery reflect the expectation that students should read the work of Indigenous scholars and understand Indigenous perspectives on human rights, instead of focusing solely on the western philosophical tradition. The readings include texts by Indigenous scholars, and texts that deal with Indigenous human rights issues.
   - Assignment design: the course as revised places an emphasis on student engagement, including class discussion and small group exercises. The written assignments encourage students to think in creative ways and to draw on their own backgrounds and knowledge systems. Students have the option of completing a creative assignment instead of a final paper.

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

   - Topic selection & curriculum delivery: the course introduces students to diverse ways of understanding human rights. Students will engage in critique of the western, Eurocentric conception of human rights. Students will also examine how the human rights of diverse peoples are protected in international law. For example, the course looks at gender and human

rights, decolonial perspectives on human rights, as well as sexual orientation and gender identity. They will also study human rights abuses against diverse groups.

- Assignment design: assignments are designed using the principles of universal learning design in order to be as accessible as possible. Students are offered multiple methods to demonstrate what they learned: through research assignments but also through creative assignments.

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 $30. 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.

ORIGINAL COURSE IMPLEMENTATION DATE:		January 1999
REVISED COURSE IMPLEMENTATION DATE:		September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**		January 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 330	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Politics of Human Rights
Course Short Title: Politics of Human Rights

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Explore how human rights are implemented and enforced by governments and international organizations and how they are interpreted by international tribunals including the international criminal courts.

Prerequisites (or NONE):	One of the following: POSC 100, POSC 230, POSC 260, or 45 university-level credits. Note: As of January 2024, prerequisites will change to 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.)

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**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Transfer Credit *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Scheduled Laboratory Hours

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

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:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Analyze the liberal, social constructivist, and critical approaches to human rights and their historic development.
2. Evaluate the strengths and weaknesses of scholarly approaches to human rights.
3. Explain how approaches to human rights are implemented by governments and international human rights organizations
4. Assess the concept of universal human rights.
5. Discuss Indigenous perspectives on human rights, and the importance of UNDRIP.

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

Final exam:	20%	Assignments:	60%	Quizzes/tests:	20%
	%		%		%

Details:

Capstone simulation
Group presentation
Final paper or creative assignment

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	Goodhart, M.	Human Rights: Politics and Practice. Oxford. (4th)	2022
2.	Online resource	United Nations	United Nations Declaration on the Rights of Indigenous Peoples. UN.org.	2007
3.	Indigenous knowledge	Lennox, C. and Short, D.	Handbook of Indigenous People's Rights. Routledge.	2018
4.				
5.				

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

Course Content and Topics

- What are human rights? Where do they come from?
- Human rights in international law
- The politics of human rights
- Critical approaches to human rights (feminist and decolonial approaches)
- Human rights claims
- Humanitarian intervention
- Transitional Justice
- Human rights law and democracy
- Indigenous rights
- Sexual orientation, gender identity, and human rights
- Human rights and privacy in a digital world
- Human rights and security
- Capstone simulation – responding to a human rights crisis

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: September 2022

Subject: Proposal for revision of POSC 332, Politics of Multiculturalism

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 332 needed to be revised as part of the standard six-year review. The course revision broadens the focus of POSC 332 to look beyond Canada to consider multiculturalism and related concepts in different societies.
   - The revised version of POSC 332 better reflects the faculty expertise in the Department of Political Science, and it exposes students to the complexity of multiculturalism internationally.
   - The change in title removes the extra word "the" to now read: "POSC 332 Politics of Multiculturalism"
   - The revisions to the calendar description shorten it and reflect the revised focus of the course to cover multiculturalism in different contexts throughout the world.
   - The learning outcomes reflect the focus of the course on multiculturalism internationally and better follow the UFV guidelines on learning outcomes.
   - The course outline reflects that POSC 332 may be offered in multiple formats and will be offered every other year.

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.
- The revised learning outcomes reflect the comparative nature of the revised course, and better follow the UFV rules for how to write learning outcomes 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 is an elective for the diaspora studies certificate

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

- Chantelle Marlor in SCMS

6. In what ways does this course (not just the proposed changes) contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

- This course contributes to Indigenizing UFV by familiarizing students with how Indigenous Peoples view Canadian multiculturalism. It also introduces Indigenous perspectives about multiculturalism and plurinationalism in Latin America. Students read scholarship by Indigenous scholars who argue that states typically use multiculturalism and the politics of recognition to undermine Indigenous Peoples' self-determination. This course also discusses how states have responded to 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) and how Indigenous activists use the UNDRIP and ILO 169.

- This class asks students to reflect on their own positionality, and it encourages Indigenous students to draw on their own knowledge systems and experiences in their research, discussion, and writing for the class. It asks settler students to respect Indigenous knowledge systems.

- This course emphasizes collaborative learning coupled with creative freedom. Students will work on individual research projects that they choose, and they will also help each other by providing feedback during class discussion at each stage of the research project. The course design also emphasizes multiple ways of presenting information. Students will write extensively and give oral presentations. In addition, the assignments include a project that asks students to create an image or sound that reflects their experiences with multiculturalism.

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

- Multiculturalism is a key topic related to diversity in Canada. This course includes readings by scholars of different nationalities, genders, and ethnic and racial backgrounds. It also includes readings that offer multiple perspectives on multiculturalism in Canada and in other countries. It

      includes Quebecois and immigrant perspectives on multiculturalism and interculturalism in Canada.

- Students are encouraged to reflect on their own experiences and to develop a nuanced understanding of multiculturalism. The instructor should emphasize that students in the class come from many backgrounds, and the class may include Indigenous, Quebecois, visible minority, immigrant, and international students.

- Students read articles and book chapters to learn about multiculturalism from different perspectives. In addition, class discussion helps students to better understand the readings. The curriculum delivery focuses on discussion and analysis as guided by the instructor.

- Assignments in class include oral discussion, presentations, creative assignments, and a research paper. These assignments can be modified to accommodate students with disabilities. In addition, the image/sound reflection allows students to work with images or sounds based on their preference.

- The research paper is due in stages, so that students receive feedback throughout the semester. The class will also discuss each stage of the research process. The multiple components of the research paper project break a large task into smaller parts over time, which can help students who struggle with executive functioning to complete the assignment.

- All course materials are posted on Blackboard and accessible to students who use screen readers.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

- There are no special considerations for this course.

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

- Typical costs for the class are less than $70. All readings are available on Blackboard. Students may want to print course materials and their assignments. Students need internet access. Student also need to create an image or sound for the reflection project and will need to buy supplies that reflect their creative choices.

ORIGINAL COURSE IMPLEMENTATION DATE:	September 2008
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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 332	Number of Credits: 3 Course credit policy (105)

Course Full Title: Politics of Multiculturalism
Course Short Title: Politics of Multiculturalism

Faculty: Faculty of Social Sciences	Department (or program if no department): Political Science

Calendar Description:

Assesses the ways in which scholars and politicians conceptualize multiculturalism. Analyzes the origins and impact of multicultural policies in different political contexts worldwide.

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.)*	Course Details
Former course code/number:	Special Topics course: **No**
Cross-listed with:	*(If yes, the course will be offered under different letter designations representing different topics.)*
Equivalent course(s):	Directed Study course: **No**
(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.)	*(See policy 207 for more information.)*
	Grading System: **Letter grades**
	Delivery Mode: **May be offered in multiple delivery modes**

Typical Structure of Instructional Hours

Lecture/seminar	45
Total hours	**45**

Expected frequency: **Every other year**

Maximum enrolment (for information only)**: 28**

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ 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:**	September 2022
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Analyze the concept of multiculturalism and the forms that multicultural policies take in different contexts, including in different countries and regions.
2. Explain the histories of multiculturalism and interculturalism in Canada in comparison to other countries and regions.
3. Compare the concepts of multiculturalism, interculturalism, and plurinationalism.
4. Integrate Indigenous, racial and ethnic minority, immigrant, and gendered perspectives into their analysis of multiculturalism.
5. Critique debates from the scholarly literature about multiculturalism, culture, groups, and subgroups.
6. Apply theories and debates about multiculturalism to specific topics and cases.

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

Assignments:	100%		%

Details:

Discussion	10%
Defining multiculturalism paper	20%
Image/sound reflection	15%

Research paper assignment:

Research question	5%
Research paper thesis and plan	10%
Research presentation	10%
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.	Online resource	Coulthard, G.	"Indigenous Peoples and the Politics of Recognition." In: F. Negrón-Muntaner, ed. *Sovereign Acts: Contesting Colonialism Across Indigenous Nations and Latinx America*. Tucson: Univ. of Arizona Press. 82-106.	2017
2.	Online resource	Eisenberg, A.	"Multiculturalism in a Context of Minority Nationalism and Indigenous Rights: The Canadian Case." In: R. T. Ashcroft and M. Bevir, eds. *Multiculturalism in the British Commonwealth: Comparative Perspectives on Theory and Practice*. Oakland, CA: Univ. of California Press. 67-82.	2017
3.	Online resource	Martínez Novo, C.	*Undoing Multiculturalism: Resource Extraction and Indigenous Rights in Ecuador*. Pittsburgh, PA: Univ. of Pittsburgh Press. 267-275.	2021
4.	Article	Patten, A.	"Populist Multiculturalism: Are There Majority Cultural Rights?" *Philosophy and Social Criticism* 46(5): 539–552.	2020
5.	Article	Song, S.	"Majority Norms, Multiculturalism, and Gender Equality." *American Political Science Review* 99(4): 473-489.	2005

Course Content and Topics

- Introduction to multiculturalism
- Multiculturalism and interculturalism in developed democracies
- Culture and groups within multiculturalism
- Latin American models of multiculturalism and plurinationalism
- Postcolonial models of multiculturalism
- Student reflections roundtable
- Nationalism and multiculturalism
- Immigration and multiculturalism
- The impacts of multiculturalism for Indigenous Peoples
- Social psychology and multicultural policies
- Gender, sexual orientation, and multiculturalism
- Multicultural and plurinational constitutions
- Student research roundtable

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: September 2022

Subject: Proposal for revision of POSC 335 Courts and 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:
   - Students who pursue degrees in Political Science often have strong interests in legal questions, and one consistent career path for Political Science majors and minors is to go on to law school. POSC 335, "Courts and Politics" will prepare students for career paths in law. The Political Science curriculum currently lacks a general upper-division course in public law. The revised version of POSC 335 responds to student demand for this type of course. The revisions to POSC 335 broaden the course to create foundational upper-division courses that covers scholarship on courts, rights, and politics in Canada and internationally.
   - The new course title, "POSC 335, Courts and Politics," clearly identifies that this course addresses judicial politics.
   - This course will be offered every other year. It can be offered in various formats. The size of the course is now 28, which matches other upper-division classes.
   - The prerequisites have been decreased to 45 university-level credits to better reflect the interdisciplinary nature of the study of courts, law, and politics. While this is an upper-division Political Science course, no prior foundations in Political Science are necessary to excel in this course. The decrease in prerequisites reflects the fact that upper-division students from a variety of disciplines who have an interest in legal issues should be well-prepared to take this

course. This course is structured in a way that does not assume prior foundations in Political Science, legal theory, Canadian law, or in scholarship about the Canadian Charter of Rights and Freedoms. Instead, students will learn about these topics in the course itself.

- POSC 335 "Courts and Politics" will prepare students to understand Canadian judicial behaviour, constitutionalism, legal implementation, and the politics of rights in comparative perspective. The new title and calendar description reflect the broadened vision of the course and its purpose as an upper-division public law course.

- The revisions to the learning outcomes, texts, assignments, and course content and topics broaden the material that the course will cover and make it explicit that this course includes Indigenous perspectives and topics and addresses issues of diversity and rights. In addition, the assignments encourage students to work collaboratively in class, and they and give students the space to direct their own learning through a research project over the course of the semester.

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 revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of law in Canada will include Indigenous understandings of law.

- UFV's institutional learning outcomes are for students to: demonstrate information competency, analyze critically and imaginatively, use knowledge and skills proficiently, initiate inquiry and develop solutions to problems, communicate effectively, pursue self-motivated and self-reflective learning, engage in collaborative leadership, engage in respectful professional practices, contribute regionally and globally.

- The Political Science program develops students' knowledge of the discipline and ability to apply that knowledge. It also helps students to grow as individuals and professionals and to understand and apply Political Science research methods, develop critical thinking skills, effective oral and written communication skills, information literacy, an understanding of diverse societies and internationalization, and an ethical understating of diversity, Indigenization, gender, multiculturalism, and respectful and honest behaviour.

- The revised learning outcomes for POSC 335 build analytical and communications skills, build professional skills, and ask students to reflect on diverse societies, regionally and globally. They also contribute to the Indigenization of the 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 is not required for other programs.

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).

- POSC 335 focused on Civil Liberties and the Charter in Canada before being revised. The revised version covers that material and also provides a general introduction to public law, judicial behaviour, rights, constitutional theory, and legal implementation. These topics require students to read Indigenous legal theorists and to understand Indigenous and Aboriginal law in Canada. The revisions for POSC 335 make the Indigenous content in the course more visible in the course outline.

- The revised version of POSC 335 also asks students to work collaboratively and to bring their own backgrounds and ways of knowing to the classroom and their assignments. The assignments in this course ask students to use oral and written skills.

- Students will read Indigenous scholars and think about Indigenous perspectives on public law.

- The course covers the Canadian Charter of Rights and Freedoms and its implications for Indigenous Peoples' rights in Canada. The course also covers the UNDRIP and its implementation within Canadian law. Students will read the work of Indigenous scholars about these issues with the goal of learning from Indigenous scholars to better understand Indigenous legal systems and how Canadian law treats Indigenous Peoples. Students will also study Indigenous Peoples' relationships with the law in other countries during the course.

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

- The course readings are designed to be posted on Blackboard and to be accessible to students using screen readers. Course assignments can be modified for students who need accommodations, and the course does not include any timed exams.

- The course assignment design emphasizes self-directed learning and asks students to collaborate with each other. Students select a legal concept that they want to better understand and also develop and present their own research projects over the course of the semester. Students will work with each other to develop a topic guide for one week of class and to present information from the course readings.

- The course revisions include texts written by women, ethnic and racial minority scholars, and Indigenous scholars. Students should be able to see that people with backgrounds similar to their own can become legal scholars through the class readings.

- The readings and topics that the revised version of the course covers ask students to think critically about public law topics and to consider how the law contributes to processes of inclusion and exclusion in Canada. Students should gain a strong foundation in public law theory and also gain an appreciation of issues of law and society in Canada and the 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.

- There are not special considerations for this course.

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

- Less than $50. The proposed cost for students for textbooks and materials is $0, but students will need internet access to access the readings and may need to pay to print assignments or readings for class.

CWC comment and response:

- The reasons for changing the prerequisites will require more explanation. Screening suggests that the prerequisites continue to include at least 3 credits of POSC. Not requiring any Political Science may substantially change the demographics of the class, making it more difficult to teach.

  Memo has been revised. POSC 335 has been broadened in focus to provide students with a foundational upper-level course in public law. This course was last offered in 2015, and it had a much more specialized focus at the time. POSC 110 is not necessary for students to have a reasonable chance of success in POSC 335 as revised, so that prerequisite has been removed. The revised POSC 335 will cover Canadian law and the Charter of Rights and Freedoms during the course, and students do not need prior knowledge of Canadian politics to understand these topics as addressed in the course. The prerequisites have been reduced to "45 university level credits" without required POSC credits to reflect that the study of courts, law, and politics is an interdisciplinary field. Students without previous POSC credits will not be at a disadvantage in the course as revised. This course is structured in a way that does not assume prior foundations in Political Science, legal theory, Canadian law, or in the scholarship about the Canadian Charter of Rights and Freedoms. Instead, students will learn about these topics in the course itself.

UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE:	January 2000
REVISED COURSE IMPLEMENTATION DATE:	September 2023
COURSE TO BE REVIEWED (six years after UEC approval)**:**	January 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 335	Number of Credits:	Course credit policy (105)

Course Full Title: Courts and Politics **Course Short Title:** Courts & Politics

Faculty: Faculty of Social Sciences	**Department (or program if no department):** Political Science

Calendar Description:

Explores judicial behaviour, rights, constitutionalism, and legal implementation, through the comparative study of the Canadian judiciary and the Charter of Rights and Freedoms.

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.)

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**

Typical Structure of Instructional Hours

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

Prior Learning Assessment and Recognition (PLAR)

PLAR is available for this course.

Scheduled Laboratory Hours

Labs to be scheduled independent of lecture hours: ☒ No ☐ 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:**	September 2022
Faculty Council approval	**Date of meeting:**	November 4, 2022
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	January 27, 2023

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

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

1. Critique concepts in judicial politics, including rights, civil liberties, justice, and the rule of law.
2. Compare Indigenous understandings of law and the Canadian common-law tradition.
3. Assess the judicial interpretation of rights under Canada's Charter of Rights and Freedoms in comparative perspective.
4. Explain theories of constitutionalism, judicial behaviour, and legal implementation.
5. Apply theories of constitutionalism, judicial behaviour, and legal implementation to concrete cases.
6. Analyze how judicial systems interact with political systems.

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

Assignments:	100%	%	%

Details:

Discussion	10%
Topic guide and group presentation	10%
Concepts paper	25%

Research paper assignment:

Research question	5%
Research paper thesis and plan	10%
Presentation of research	10%
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.	Online resource	Borrows, J.	*Freedom and Indigenous Constitutionalism*. Toronto: Univ. of Toronto Press. 128-160.	2016
2.	Online resource	Galligan, D. J. and M. Versteeg	"Theoretical Perspectives on the Social and Political Foundations of Constitutions." In: D. J. Galligan and M. Versteeg, eds. *Social and Political Foundations of Constitutions*. New York: Cambridge Univ. Press. 3-48.	2013
3.	Online resource	Hausegger, L., T. Riddell, and M. Hennigar, eds	*Canadian Courts: Law Politics and Process*, 2nd ed. Don Mills, ON: Oxford University Press Canada. 26-63	2015
4.	Article	Loyle, C. E.	"Rebel Justice during Armed Conflict." *Journal of Conflict Resolution* 65(1): 108-134.	2021
5.	Online resource	Moustafa, T. and T. Ginsburg	"Introduction: The Functions of Courts in Authoritarian Politics." In: T. Moustafa and T. Ginsburg, eds. *Rule by Law: The Politics of Courts in Authoritarian Regimes*. New York: Cambridge Univ. Press. 1-22.	2008

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

Course Content and Topics

- Introduction
- Why courts?
- Indigenous legal systems
- Common law systems, civil law systems, and the Canadian legal system
- Rights, domestic, and International Law- the UNDRIP in Canada
- The rule of law
- Theories of constitutionalism
- Judicial review
- Theories of judicial behaviour
- Legal implementation
- Law as social control
- Law and social change
- Student research presentations

Memo for Program Changes

To: Professional Studies Faculty Council

From: Carl Janzen

Date: October 18, 2022

Subject: Program change to include both CIS and COMP 200:299 elective course in the CIS diploma.

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): To be inclusive of the COMP 200:299 electives available for the CIS Diploma students. (Note: It's already listed this way in the CIS Degree)

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

4. What consideration has been given to indigenizing the curriculum? This will allow Indigenous CIS diploma students the alternative elective options of COMP 200:299 courses as well.

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? The students will have a larger variety of COMP elective programs.

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.) 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

Computer Information Systems diploma

Second year

Semester III

Course	Title	Credits
CIS 291	Networking Theory and Applications	4
COMP 155	Object-oriented Programming	4
CIS 221	Principles of Information Systems Security	4
CMNS 251	Professional Report Writing	3
Plus:	One CIS or COMP 200-level elective (see Note 3)	3–4

Memo for Program Changes

To: Amanda Grimson, UEC Committee Assistant; Sylvie Murray, Dean of Arts

From: Chris Leach, Chair, History Curriculum Committee

Date: May 25, 2022

Subject: Program change (History Major and Extended Minor)

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

    ☐ Program revision that requires new resources

    ☐ Addition of new course options or deletion or substitution of a required course

    ☐ Change to the majority of courses in an approved program

    ☐ Change to the duration, philosophy, or direction of a program

    ☐ Addition of a new field of specialization, such as a concentration

    ☐ Change in requirements for admission

    ☐ Change in requirements for residency or continuance

    ☐ Change in admission quotas

    ☐ Change which triggers an external review

    ☐ Deletion of a program not included in the Program Discontinuance policy

    ☒ Other – Please specify: Addition of an Indigenous history course requirement to the Major and Extended Minor programs.

2. Rationale for change(s): The History Department is adding an Indigenous history requirement to the Major and Extended Minor. This requirement does not add to the number of credits a student must complete for either program but does demand the completion of one of several courses that focus on Indigenous history within the existing credit totals. Indeed, a student might take HIST/LAS 458 and satisfy both the Asian/Latin American requirement and the Indigenous History requirement. We believe this is a tangible and important step toward the departmental and institutional process of indigenizing the academy while still offering a rich and flexible set of programs.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: This new requirement does not quantitatively change the nature of our Major or Extended Minor but does represent a qualitative improvement. The Department has been working on our Program learning outcomes to align with the institutional LOs and with our own commitment to indigenization. The Indigenous history requirement fits into these broader goals.

4. What consideration has been given to indigenizing the curriculum? As noted above, this change is a concrete step towards having every major and extended minor student be exposed to Indigenous history. It must be emphasized that the one course requirement does not prohibit a student from taking two or more Indigenous history courses. Students should not have any difficulty fulfilling this additional requirement as the Indigenous history courses listed are offered regularly (and with multiple sections for the lower-level ones).As well, we hope that future hires will add to the existing

list of relevant courses, but those that are already available represent both local, regional and global perspectives on Indigenous history.

5. Will additional resources be required? If so, how will these costs be covered? There are no additional resources required although the History Department hopes that future hires both in the department and in the broader institution will expand the already diverse course offerings we have.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Any requirement of this nature will affect the course selections students make. That is the intent. Other than this embedded expectation students should be unaffected with regards to the completion of their program. The department will assure the regular availability of the listed courses to allow students timely access.

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.) The department will assure the regular offering of the listed Indigenous history courses to ensure that students have timely access to those courses and can complete their program.

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. There are no budgetary implications associated with this change.

History major

Lower-level requirements: 18 credits

…

Upper-level requirements: 32 credits

…

Indigenous History requirement

As part of the course requirements for the Major, students must complete one or more Indigenous history courses from the following list:

One of:		
HIST 103	Stó:lōõ History	
HIST/LAS 161	Aztecs, Mayas, and Spaniards	
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	
HIST 396O	The History of Residential Schools	
HIST 426	Canadian Indigenous Peoples and Warfare: Pre-Contact to the 20th Century	
HIST/LAS 458	History of Indigenous Peoples in Latin America	

1

History extended minor

Lower-level requirements: 18 credits

…

Upper-level requirements: 16 credits

…

Indigenous History requirement

As part of the course requirements for the Extended minor, students must complete one or more Indigenous history courses from the following list:

One of:		
HIST 103	Stó:lōō History	
HIST/LAS 161	Aztecs, Mayas, and Spaniards	
HIST 327	Settler-Indigenous Relations in New Zealand and Canada	
HIST 396O	The History of Residential Schools	
HIST 426	Canadian Indigenous Peoples and Warfare: Pre-Contact to the 20th Century	
HIST/LAS 458	History of Indigenous Peoples in Latin America	

2

Memo for Program Changes

To: Amanda Grimson, UEC Committee Assistant; Sylvie Murray, Dean of Arts

From: Chris Leach, Chair, History Curriculum Committee

Date: May 25, 2022

Subject: Program change (History Honours 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: Minimum grade requirement for the successful completion of the Honours Directed Research course, HIST 491.

2. Rationale for change(s): Entry into the History Honours program has required a cumulative GPA in upper-level History courses of 3.5 or greater, and graduation with the History Honours has also required a minimum 3.5 GPA in "all upper-level history courses used to complete the major and the Honours". There has not been an equivalent 3.5 minimum for HIST 491, the mandatory keystone Honours research course. This was incongruous, creating a loophole whereby a student could do relatively poorly in 491 and yet still fulfill the requirements for the Honours program. Such a problem happened this academic year, resolved only through a major reworking and rewrite of the student's Honours project. The new requirement of a B+ or better will remove this loophole and bring HIST 491 into alignment with the broader requirements of the credential.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes are not changed.

4. What consideration has been given to indigenizing the curriculum? This change has no bearing on the content of the program or the course.

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? Since this requirement aligns with the broader entry requirements for the Honours program, there should be no impact on 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. There are no budgetary implications associated with this change.

History Honours

Program outline

The History Honours can be completed within the 120 credits required for the Bachelor of Arts.

Students must take an additional 12 credits of upper-level history above the 32 credits required of the major, for a total 44 credits.

These 44 credits must satisfy all the requirements of the major and include the following:

- HIST 400 and/or HIST 440
- HIST 491

HIST 491 can only be taken once a student has successfully applied for entry into the program. HIST 400 and/or HIST 440 may be completed at any time. For example, students may take HIST 400 as part of the completion of their regular major (32 upper-level credits). Thereafter, students would take HIST 491 and two other history courses as part of the additional 12 credits required for the Honours.

A student must achieve a grade of B+ or higher in HIST 491 to satisfy this Honours Program requirement.

Memo for Program Changes

To: UEC

From: Brianna Strumm, BSW Committee Chair

Date: October 12, 2022

Subject: Program change Bachelor of Social Work – adding an upper elective (SOWK 460)

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): T**he Special Topics in Social Work course (SOWK 460) was implemented in September 2021. The rationale for this additional upper elective course was to give students and faculty an opportunity to examine selected topics in social work research and/or practice that are not addressed in current course offerings. The School of Social Work & Human Services believes that offering a special topics course will allow us to be responsive to emerging issues facing social work.**

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **The program outcomes have not changed.**

4. What consideration has been given to indigenizing the curriculum? **This course will create additional opportunities for decolonizing our social work curriculum and learning from Indigenous perspectives.**

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? **At any given time, approximately 120 students are enrolled in the BSW program. We rotate electives so they are offered at least once in a 2-year span. This elective will be added to the rotation.**

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 elective credits required remains the same. This simply adds to the possible offering of electives (more options for students).

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.) **None.**

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 Social Work degree

Program outline

Course	Title	Credits
SOWK 300	Social Work Practice with Individuals	3
SOWK 311	Social Work Theory and Ethics	3
SOWK 312	Legal Knowledge for Social Work Practice	3
SOWK 320	Anti-Racist and Cross-Cultural Social Work	3
SOWK 330	BSW Practicum I	6
SOWK 380	Social Work and Community Development	3
SOWK 392	Aboriginal Social Work	3
SOWK 404	Research Methods and Evaluation	3
SOWK 410	Social Policy Analysis	3
SOWK 430	BSW Practicum II	9
One of:		3
SOWK 301	Social Work Practice with Groups	

SOWK 483	Social Work Practice with Families (see Note)	
Four of:		12
SOWK 302	Interdisciplinary Collaborative Practice	
SOWK 394	Substance Misuse Issues	
SOWK 412	Legal Skills for Social Work Practice	
SOWK 450	Social Work in Health Care	
SOWK 460	Special Topics in Social Work	
SOWK 490	Gerontological Social Work	
SOWK 491	Child Welfare	
SOWK 493	Feminist Social Work	
SOWK 496	Social Work and Critical Approaches to Disability	
SOWK 497	Social Work in Mental Health	
Plus:		6
Two upper-level General electives		

Note: SOWK 483 is a requirement of the BSW Child Welfare specialization.

MEMO

To: Samantha Pattridge, Chair, Undergraduate Education Committee (UEC)

From: Secretariat office

Date: January 4, 2023

Re: Vacant Positions on UEC as of July 31, 2023

Terms of office will be ending on July 31, 2023, for the following members on UEC:

- Teresa Arroliga-Piper - faculty
- Vanessa Radzimski – faculty
- Samantha Pattridge - faculty
- Nicholas Johnson – academic advisor
- Courtney Boisvert – staff

The Secretariat office will make a call to senators in early February to fill positions on UEC and other standing committees, followed by call to non-senators, from February 21 to March 14, 2023. An Expression of Interest form will be made available at that time.