



**UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**  
**March 1, 2024 - 9:00 AM**  
**D225**

**AGENDA**

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**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 10      **2.1. UEC draft minutes: January 26, 2024**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

11 -      **3.1. Science: Programs**  
13      Change to Biology declaration requirements: Bachelor of Science

MOTION: To approve the changes to the Biology declaration requirements for the Bachelor of Science as presented, effective September 2024.

14 -      **3.2. Planning, Geography, and Environmental Studies: Courses**  
41      Review with changes: GEOG 105, 111, 233  
         New course: GEOG 320, Sustainable Transportation  
         New course: GEOG 355, GIS for Built Environment  
         New course: GEOG 359, GIS Applications for Business

MOTION: To approve the GEOG course outlines as presented.

42      **3.3. Planning, Geography, and Environmental Studies: Programs**  
         New program: Applied Geographic Information Systems associate certificate

MOTION: To recommend approval of the Applied Geographic Information Systems associate certificate as presented.

43 -      **3.4. Health Sciences: Programs**  
58      Changes to entrance requirements: Bachelor of Science in Nursing

MOTION: To recommend approval of the Bachelor of Science in Nursing

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entrance requirements, effective for the 2024/25 Academic Calendar.

59 -  
79

**3.5. Psychology: Courses**

Review with changes: PSYC 360, 364, 368, 386, 460

MOTION: To approve the PSYC course outlines as presented.

80 -  
106

**3.6. Co-operative Education: Courses**

Review with changes including title and total hours: COOP 110, 120, 130, 140, 150, 160

MOTION: To approve the COOP course outlines as presented.

107 -  
152

**3.7. Political Science: Courses**

Review with changes including title and prerequisites: POSC 311, 312

New course: POSC 313, Truth and Power: Contemporary Political Thought

Review with changes including title and prerequisites: POSC 350

New course: POSC 399, Special Topics in Political Science

New course: POSC 498, Directed Reading in Political Science

New course: POSC 499, Directed Research in Political Science

Discontinuation: POSC 480, 481, 482, 483, 484, 490, 491, 492, 493, 494

MOTION: To approve the POSC course outlines as presented.

MOTION: To discontinue POSC 480, 481, 482, 483, 484, 490, 491, 492, 493, 494 as presented.

153 -  
182

**3.8. Applied and Technical Studies: Courses**

Change to prerequisites: DMFG 201, 202, 203, 205, 207

Change to prerequisites: ELTR 201, 202, 211, 214, 216, 217, 230

Changes including learning outcomes: ELTR 220

MOTION: To approve the changes to the DMFG and ELTR course outlines as presented.

183 -  
200

**3.9. Applied and Technical Studies: Programs**

Change to graduation requirements: Electronics Technician certificate

Changes to entrance and program requirements: Automation and Robotics Technician diploma

Changes to entrance and program requirements: Digital Manufacturing diploma

MOTION: To recommend approval of the changes to the Electronics Technician certificate as presented, effective September 2024.

MOTION: To recommend approval of the changes to the Automation and Robotics diploma as presented, effective September 2024.

MOTION: To recommend approval of the changes to the Digital Manufacturing

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diploma as presented, effective September 2024.

201 -  
205

**3.10. Creative Arts: Courses**

New course: VA 195, Indigenous Arts Experiential Learning

MOTION: To approve the VA 195 course outline as presented.

206 -  
214

**3.11. Creative Arts: Programs**

Changes to entrance and program requirements: Indigenous Arts certificate

MOTION: To recommend the change to the Indigenous Arts certificate as presented, effective September 2024.

215 -  
221

**3.12. History: Courses**

New course: HIST 227, History of Indigenous-Newcomer Relations in Canada

MOTION: To approve the HIST 227 course outline as presented.

222 -  
228

**3.13. History: Programs**

Changes to program requirements: History major and extended minor

MOTION: To approve the changes to the History major and extended minor as presented, effective September 2024.

229 -  
284

**3.14. Modern Languages: Courses**

Review with changes including prerequisites: FREN 103

Review with changes including title: FREN 215, 216

Review with changes including total hours: FREN 219

Review with changes including title and total hours: FREN 230

Review with changes including total hours: FREN 325

Review with changes: FREN 342, 345, 415, 420, 430

New course: FREN 460, Special Topics in French

MOTION: To approve the French course outlines as presented.

285 -  
289

**3.15. Modern Languages: Programs**

Change to program requirements: French major, extended minor, and minor

MOTION: To approve the changes to the French major, extended minor, and minor as presented, effective September 2024.

290 -  
310

**3.16. Arts and Integrated Studies: Programs**

Changes to program requirements: Bachelor of Arts

Changes to program requirements: Bachelor of Integrated Studies

MOTION: To approve the changes to the Bachelor of Arts as presented,

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effective September 2024.

MOTION: To approve the changes to the Bachelor of Integrated Studies as presented, effective September 2024.

311

**3.17. Culture, Media, and Society: Courses**

Updates: MACS 215, 221, 230, 299, 399, 460/SOC 460

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Liaison reports**

**4.2. Policy Subcommittee report**

**4.3. APPC report**

**4.4. Senate report**

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

**4.6. Program development procedures**

**5. ADJOURNMENT**



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

January 26, 2024  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Ian Affleck, Michael Batu, Claire Carolan, Rhonda Colwell, Vlad Dvoracek, Samantha Hannah, Shirley Hardman, Claire Hay, Carl Janzen, Bobby Jaswal, David Johnston, Selena Karli, Dana Landry, William Maher, Linda Pardy, Shel Stefan, and Kevin Wainwright  
**ABSENT:** Donna Alary, Chris Campbell, Amber Johnston, David McGuire, and Lisa McMartin  
**GUESTS:** Lolehawk Laura Buker, Geetanjali Gill, Sarah Graham, BaoVan Hill, Curtis Magnuson, Chantelle Marlor, Stefania Pizzirani, Christine Slavik, Candace Stewart-Smith, David Warkentin, Kayla Webster  
**RECORDER:** Amanda Grimson

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

**MOTION:**

To approve the agenda as amended:

- Notice of minor course changes to AIS 299 and 398 added 5.1.

CARRIED

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

**2.1.** UEC draft minutes: December 15, 2023

**MOTION:**

To approve the draft minutes as presented.

CARRIED

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

##### **3.1. Applied and Technical Studies: Courses**

Review with changes: PLMB 110, 116

Review with changes including title and prerequisites: PLMB 111, 113

Review with changes including prerequisites: PLMB 112, 114

**MOTION:**

To approve the PLMB course outlines as amended:

- PLMB 112, 113, 114, 116: hours changed from "design lab" to "shop"

CARRIED

##### **3.2. Child, Youth, and Family Studies: Courses**

Review with changes: CYC 203

**MOTION:**

To approve the CYC 203 course outline as presented.

CARRIED

**3.3. Communications: Courses**

Review with changes including prerequisites: CMNS 251

**MOTION:**

To approve the CMNS 251 course outline as presented.  
CARRIED

**3.4. Health Sciences: Courses**

New course: KIN 488, Directed Studies in Kinesiology

**MOTION:**

To approve the KIN 488 course outline as presented.  
CARRIED

**3.5. Social Justice and Global Stewardship: Courses**

Discontinuation: MENN 100, 300

**MOTION:**

To approve the discontinuation of MENN 100 and MENN 300.  
CARRIED

**3.6. Social Work and Human Services: Courses**

Discontinuation: FNST 230

Review with changes including prerequisites: SOWK 301

**MOTION:**

To approve the discontinuation of FNST 230.  
CARRIED

**MOTION:**

To approve the SOWK 301 course outline as presented.  
CARRIED

**3.7. Arts and Integrated Studies: Courses**

Changes including title and course code: AIS 101 (formerly UNIV 101)

Changes including title and course code: AIS 108 (formerly CSM 108)

Changes including title and course code: AIS 208 (formerly CSM 208)

**MOTION:**

To approve the AIS course outlines as amended:

- AIS 101: field trip note removed

CARRIED

**3.8. Arts and Integrated Studies: Programs**

Removal of Aviation theme: Bachelor of Integrated Studies

**MOTION:**

To recommend approval of the change to the Bachelor of Integrated Studies as presented, effective September 2024.  
CARRIED

**3.9. Culture, Media, and Society: Courses**

Review with changes including title and prerequisites: ANTH 368/SOC 368

Discontinuation of cross-listing as MUSC 201: MACS 201

Review with changes: MACS 337/SOC 337

Review with changes: SOC 101, 201, 254

Review with changes including title: SOC 210

Review with changes including title and prerequisites: SOC 220, 335

Review with changes including prerequisites: SOC 265, 275, 330

Review with changes including discontinuation of cross-listing as ANTH: SOC 255/MACS 255, SOC 355/MACS 355, SOC 356/MACS 356

The SOC 255/MACS 255 calendar description incorrectly included the description for SOC 355/MACS 355.

**MOTION:**

To approve the ANTH, MACS, and SOC course outlines as amended:

- SOC 220: Learning outcome #3 changed to "Discuss how socialization is a life-long process."
- SOC 255 course description corrected to: "Provides an introduction to sociological research techniques, data analysis, and questions of methodology. Topics considered include research design, developing and measuring concepts, ethics, sampling, methods of data collection, and elementary data analysis."

CARRIED

**3.10. Culture, Media, and Society: Programs**

Changes to program requirements: Sociology major

Changes to program requirements: Sociology major: Social Research concentration

Changes to program requirements: Sociology extended minor

Changes to program requirements: Sociology minor

**MOTION:**

To approve the changes to the Sociology programs as amended, effective September 2024:

- "No more than **nine** credits may be in the internship courses..." changed to "No more than **six** credits may be in the internship courses..." for all programs

CARRIED

**3.11. Environmental Studies: Courses**

Discontinuation: ENV 299, 399, 499

New course: ENV 212, Environmental Field and Lab Techniques

New course: ENV 321, Science of Waste Management

New course: ENV 345, Invasive Species Management

ENV 212 suggested as a prerequisite for ENV 321 and ENV 345. The department may consider this in the future.

**MOTION:**

To approve the discontinuation of ENV 299, 399, and 499.  
CARRIED

**MOTION:**

To approve the ENV course outlines as amended:

- ENV 212: Learning outcome #7 revised to remove reference to specific software
- ENV 321: Directed Study corrected to "no"

CARRIED

**3.12. Environmental Studies: Programs**

Changes to entrance and program requirements: Bachelor of Environmental Studies

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

Additional changes to the entrance requirements have been discussed. These programs will be postponed to the March UEC meeting while they are further revised.

**MOTION:**

To approve the changes to the Bachelor of Environmental Studies entrance and program requirements as presented, effective September 2024.  
POSTPONED

**3.13. Indigenous Studies: Courses**

Discontinuation: IPK 207

Review with changes including title: IPK 102

Review with changes including prerequisites: IPK 202

Review changes including title: IPK 206

Review with changes including prerequisites: IPK 277

Review with changes including title, prerequisites, credits, total hours: IPK 302

Review with changes including credits, prerequisites, and total hours: IPK 332

Review with changes including title, prerequisites, credits, total hours, and discontinuation of cross-listing as ANTH and SOC: IPK 344

Review with changes including title and prerequisites: IPK 386

Review with changes including credits, prerequisites, and total hours: IPK 401, 402, 403, 404

**MOTION:**

To approve the discontinuation of IPK 207.  
CARRIED

**MOTION:**

To approve the IPK course outlines as amended:

- IPK 102:
  - Title changed to "Introduction to Indigenous Peoples Knowledges"
  - Calendar description changed to "...impacts of colonization and processes of decolonization **in the development and preservation of Indigenous knowledges.**"

UEC Draft Minutes  
26 Jan 2024

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- Learning outcome #3 changed to "**Identify** a decolonizing discourse."
- IPK 206:
  - Calendar description changed to "...creative and artistic practices used in **daily life and ceremony**."
  - Second bullet of course content updated to include "the five Rs" and "storywork and protocols"
- IPK 386:
  - Title changed to "Braiding Indigenous Knowledges, Practices, and Worldviews"
  - Learning outcome #6 changed to "**Summarize the** contributions and legacies towards greater reconciliation in all sectors of our society **of Indigenous knowledge keepers, language champions, and cultural leaders**."
- IPK 402:
  - Details about practicum will be added to evaluation section

CARRIED

### **3.14. Indigenous Studies: Programs**

Changes to program requirements: Indigenous Studies major and minor

Changes to program requirements: Indigenous Studies certificate

Changes to program requirements: Stó:lō Studies certificate

#### **MOTION:**

To approve the changes to the Indigenous Studies major and minor, Indigenous Studies certificate, and Stó:lō Studies certificate as presented, effective September 2024.

CARRIED

### **3.15. Science: Programs**

Change to declaration requirements: Bachelor of Science

Declaration requirements for science majors and minors are currently included in the Bachelor of Science calendar copy, but will be reorganized in the next Academic Calendar so that they appear with the respective majors and minors.

#### **MOTION:**

To approve the change to declaration requirements for the Bachelor of Science as presented, effective September 2024.

CARRIED

### **3.16. Global Development Studies: Programs**

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

Changes to program requirements: Global Development Studies extended minor

Changes to program requirements: Global Development Studies minor

#### **MOTION:**

To approve the changes to the Global Development Studies programs as presented, effective September 2024.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Program development procedures**

This is still in development and is being presented to UEC for consultation. Committee members were asked to send any feedback to PDQA. This will likely return to UEC in April once additional consultation has been completed.

**4.2. UEC Liaison reports**

These positions have not yet been filled.

**4.3. Policy Subcommittee report**

There was no report from this Subcommittee.

**4.4. APPC report**

There was nothing to report from APPC.

**4.5. Senate report**

Senate recently approved the Engineering Common Core certificate and changes to the Business Administration (Aviation) diploma, BBA (Aviation), and Bachelor of Regional and Community Planning.

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

This committee has not met recently, but is working on the Teaching Excellence Awards.

**5. INFORMATION ITEMS**

**5.1. Minor course changes**

AIS 299, 398  
MACS 490

**6. ADJOURNMENT**

The meeting was adjourned at 11:57 am.

**Memo for Program Changes**

To: Ben Vanderlei, Chair, FSCC

From: Gregory Schmaltz, Biology Department head

Date: January 8, 2024

**Subject: Biology declaration requirements**

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): *Biology students typically declare their biology majors at the end on year one. After declaration, student can access our second-year courses. All four of our core second year courses require BIO 111 and CHEM 113 with a C- or better in each while our biology majors declaration currently requires BIO 111 and CHEM 113 with a C. The proposed change from a C to a C- would allow us to line up course and biology declaration requirements.*
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
4. What consideration has been given to Indigenizing the curriculum?
5. Will additional resources be required? If so, how will these costs be covered? *No resources*
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? *All biology major students (100+/year). It is not expected to impact enrolment.*
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?

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.) *Seats in existing classes*
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.
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.

**CWC comment and response:**

- Since the BIO 111 and CHEM 113 requirements are being changed to be the same as the respective prerequisites for BIO 112 and CHEM 114, the first bullet is no longer needed.

*The Biology department would like to keep the first bullet point as "BIO 111 and CHEM 113". It's uncommon for someone to complete BIO 112 and CHEM 114 without also having BIO 111 and CHEM 113, but it can happen; "with a grade of C- or better in each" can be removed.*

## Bachelor of Science degree

### Specific major and minor declaration requirements

**Biology** declaration requirements:

- BIO 111 and CHEM 113 ~~with a C- or better in each~~
- BIO 112 and CHEM 114 with a C+ or better in each
- One of the following: MATH 111, PHYS 105, PHYS 111, STAT 104, or STAT 106

**Memo for Course Changes**

To: UEC Screening, CWC, FSCC, UEC

From: Dr. Afia Raja, Planning, Geography, and Environmental Studies

Date: February 9, 2024

**Subject: Proposal for revision of GEOG 105: Natural Hazards and Hollywood**

*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: GEOG 105 is now housed in the new PGES department and as such, the new course outline would strike a balance between physical geography and human-geography features of the course. *The learning outcomes section of the course was improved by adding learning outcomes to reflect UFV's strategies on Indigenization and on Equity, Diversity, and Inclusion (EDI) and to support these strategies, the "Text and resource materials" section of the course outline was also updated.*

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 is no substantial change in the learning outcomes. The proposed outline simplified the learning outcomes, integrating related learning outcomes to a few. Indigenous perspectives on natural hazards and risks were included in the learning outcome as an alternative to the scientific method of understanding natural disasters. In addition, students need to understand the existence of gender inequity in terms of the effect of natural disasters, especially in the third world. Thus, the learning outcomes were updated to include indigenization and EDI which promotes and in line with ILO 2: Analyze critically and imaginatively and ILO 4: Use knowledge and skills proficiently.*

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

5. Which program areas have been consulted about the change(s)? Criminology and Criminal Justice, Biology
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 outline includes a learning outcome on the appreciation of indigenous perspectives on natural disasters. A journal article was included as one of the readings to compare indigenous perspectives on natural disasters and the scientific method. Recently, especially in Canada, the role of Indigenous communities in mitigating effects of natural disasters such as wildfire have been promoted not only as part of Truth and Reconciliation efforts of the government, but also as a practical way of saving Canada's forests for in the past, the indigenous peoples were able to mane the landscape using their traditional knowledge of the forest.*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *The course outline was updated in part to include EDI principles, and this is reflected mainly through curriculum. In developed countries like Canada, it seems like all people are affected by the effects of natural disasters equally. However, this is not true in developing countries where women and children bear most of the hardships when natural disaster strikes. Since the textbooks in the course does not include gender-related topics to natural disasters, the gender dynamics in natural disaster events will help our students who will go non to work in developing countries, that such gender disparity exists and that whatever programs will be developed should include the gender dynamics to make the solutions real and sustainable.*
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. *To support UFV's strategies on Indigenization and on Equity, Diversity, and Inclusion (EDI), the text and resource materials section was updated to include journal and articles on indigenous perspectives on natural disasters as well as the World Bank's study on gender dynamics during natural disasters, both topics are absent in the textbooks for the course.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Textbook in hardcopy format is 123.75 CAD while the e-book is 71.63 CAD.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2008  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|---|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 105                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Natural Hazards and Hollywood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Natural Hazards & Hollywood                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introductory science of natural hazards brings a critical understanding of climate change-related disasters from extreme heat to cold snaps, from earthquakes to volcanic eruptions, and from pandemics to deep impact, while the emergency preparedness and natural disaster management in films provide the lessons to inspire communities to prepare for the next natural disaster.<br><br>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20 | Tutorials/workshops | 20 | Experiential (field trip) | 5 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                     |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> September 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> February 2, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |

**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 conceptual and methodological frameworks for the scientific examination and the Indigenous perspectives of understanding natural hazards.
2. Articulate the human dimensions such as gender equality and ethical issues related to natural hazards including perception of risk, preparedness for events, reduction of risk, and the management of recovery.
3. Compare and contrast real-world natural disasters as case studies with those depicted in film and television to understand how the portrayal of events on film and television can influence public understanding, public preparedness, and associated policy decisions.
4. Demonstrate competence in numeric, graphic, visual, and oral communication of natural hazard concepts using various scientific methods.
5. Apply the concepts of risk, vulnerability, and preparedness in the assessment of a landscape for the purpose of land use planning related to their personal situations.

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

|             |     |              |     |                |    |
|-------------|-----|--------------|-----|----------------|----|
| Final exam: | 20% | Assignments: | 40% | Quizzes/tests: | 0% |
| Project:    | 20% |              | %   |                | %  |

**Details:**

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

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

Lectures, seminars, assigned readings, discussion groups, and A/V presentations.

**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 | Keller, E.A., D.E. DeVecchio, and J.J. Clague | Natural Hazards. Earth's Processes as Hazards, Disasters, and Catastrophes. Third Canadian Edition. | 2015 |
| 2. Textbook | Hyndman, D. and D. Hyndman                    | Natural Hazards and Disasters, 5th Edition                                                          | 2017 |
| 3. Article  | World Bank                                    | Gender dynamics of disaster risk and resilience                                                     | 2021 |
| 4. Article  | Mosurka, Ginsberg, and Ford                   | Disasters and Indigenous peoples: A critical discourse analysis of the expert news media            | 2022 |
| 5. Article  | Reyes, K. Ayo, Maria Baluyan, Alan Balaguer   | Indigenous Knowledge in Disaster Risk Reduction                                                     | 2020 |

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

None

**Course Content and Topics**

**Example 1:**

1. Introduction to the study of natural hazards.
2. Concepts of risk and vulnerability.
3. Response and adjustment to natural hazards
4. Basics of earthquakes.
5. Basics of volcanic hazards.
6. introduction to biological hazards
7. Basics of floods
8. Basics of severe weather hazards: thunderstorms
9. Overview of hazards: lightning, hail, microbursts, tornadoes, flooding rains, snow, dust storms, drought, heat waves, cold spells, and freezing rain

**Example 2:**

1. Climate-related natural hazards
2. Weather-related natural hazards
3. Tectonic-related natural hazards
4. Geologic-solar influenced natural hazards
5. Biological hazards and extinction events
6. Presentations and wrap-up

**Memo for Course Changes**

To: UEC Screening, CWC, FSCC, UEC

From: Dr. Afia Raja, Planning, Geography, and Environmental Studies

Date: January 12, 2024

**Subject: Proposal for revision of GEOG 111 – Environmental Issues and Strategies**

*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: GEOG 111 was up for review in 2023 so the revised course outline is now being submitted for revision. The course has been the entry point of students who would like to pursue a degree in the environmental studies/sciences, but it is also a popular course for students who are in the BA-Geography and BSc in Physical Geography programs. The course is attended by a sizable number of international students and the course is becoming a regular contributor to the CityStudio Program of UFV and the City of Abbotsford. Because the course outline has been serving the course well, changes made to the course outline were minimal, recasting some of the learning outcomes to make them more concise and without ambiguity.
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 is no substantial change in the learning outcomes as the current set already are aligned with the ILOs.*
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 \(UNDRIP\)](#). Right from the initial delivery of the course, the learning outcomes already included topics and strategies for Indigenization, and the course has been providing respectful, relevant, and responsive post secondary education and training that support their personal development. The course also regularly invite Indigenous leaders to the class to talk about Indigenous perspectives on environmental issues and strategies.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? Because the course attracts a sizable number of international students, environmental issues that are occurring around the world are discussed. For example, the farmer unrest in India was discussed in class and the international students were asked to explain what was happening. Gender inequality in terms of environmental impact is a main topic that is discussed in the course. Another topic that allows for a discussion of diversity is that of population and demographic discussions.
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 straddles topics and disciplines in both science and arts. It is a course that introduces science to arts students and arts to the science students. Therefore, the course needs support in terms of science equipment for monitoring air, water, soil, and vegetation.
9. Estimate of the typical costs for this course, including textbooks and other materials. Textbooks will come from open sources making the course more available to students who are not only deserving, but also do not have the extra money to buy their books.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|---------------------------|---|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 111                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Environmental Issues and Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Environ Issues & Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Basic science, traditional ecological knowledge, and other ways of knowing, are used to better understand the influences of human activities on the global and local environments, employing the framework of sustainable development to assess current and emerging strategies that will lead to the reduction of human harm to the natural and built environments.<br><br>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information.                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: right;">5</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 20 | Tutorials/workshops | 20 | Experiential (field trip) | 5 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> February 2, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |   |  |  |  |  |                    |           |                                                                                               |  |

**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 relationships between global environmental change and human population, urbanization, and agriculture.
2. Compare western scientific approaches to traditional ecological knowledge and other world views in understanding and resolving environmental issues.
3. Identify situations where different scientific and social scientific data collection methods and techniques are most useful in developing environmental research project.
4. Reflect on the ethical issues associated with the collection, analysis, and utilization of data, including traditional ecological knowledge of Indigenous communities.
5. Integrate field observations and data collection into a group project on local environmental change.
6. Utilize both social science and natural science approaches in explaining the cause of, and solutions to, current environmental problems.
7. Work collaboratively with other students and other stakeholders in advocating new strategies for improving environmental sustainability at a local scale.

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

|                      |     |                   |     |          |     |
|----------------------|-----|-------------------|-----|----------|-----|
| Quizzes/tests:       | 25% | Assignments:      | 25% | Project: | 25% |
| Holistic assessment: | 15% | Field evaluation: | 10% |          | %   |

**Details:**

Quizzes/tests: 5 module tests and 2 snap quizzes (25%)

Assignments: seminar discussion and exercises (25%)

Project: citizen science group project on climate challenge and Abbotsford Tourism (25%)

Holistic assessment: reflection journal (15%)

Field evaluation: field trip with report (10%)

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

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

Problem-based learning, lectures, in-class seminar exercises and fieldwork, student presentations.

**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        | Molles, M., and B. Borrell            | Environment: Science, Issues, Solutions                                                               | 2016 |
| 2. Online resource | Govt of BC                            | BC Climate Action Toolkit                                                                             | 2023 |
| 3. Textbook        | James G. Speight                      | The Science and Technology of the Environment                                                         | 2023 |
| 4. Journal         | Nature Magazine Editorial Board       | The Rise of the Citizen Scientist. Nature August 18                                                   | 2015 |
| 5. Textbook        | Melissa K. Nelson and Daniel Shilling | Traditional Ecological Knowledge: Learning from Indigenous Practices for Environmental Sustainability | 2022 |

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

**Course Content and Topics**

**Example 1:**

- Introduction to the course
- Module 1: Climate change: the issues, the science, and the strategies. Topics include the scientific method, uncertainty and risk, traditional ecological knowledge, different world views, IPAT equation, citizen science.
- Module 2: Ecosystems and economics. Topics include Energy, Matter, Bioregionalism, Social connectivity, Conservation of biological resources, Invasive species, Forestry.
- Module 3: Human population, cities, and community development. Topics include fertility rates, Gender, BC population histories, Greening the cities, sustainability.
- Module 4: Air, water, land: resource management and pollution. Topics include the atmosphere, the hydrologic cycle, soil formation, air pollution, water pollution, soil pollution, sound, and light pollution.
- Module 5: Food, agriculture, industries, and other human activities. Topics include Food production, food security, and farm-level adaptations.
- Student presentations and course wrap-up

**Example 2:**

1. Introduction to course, key concepts: climate change, vulnerability, risk, and adaptation
2. The science of climate change; the hydrological cycle; invasive species
3. Bioregionalism; social connectivity and capacity for change
4. BC population histories and suburban environmental change
5. Science and uncertainty; risk analysis; field techniques and ethics in data collection
6. Mapping change: GIS and citizen science activism; mapping lab
7. Water forecasting and pollution; field techniques
8. Sustainable development; field techniques
9. Food security; thesis statement development
10. Food production and farm-level adaptation to climate changes
11. Traditional ecological knowledge and climate adaptability
12. Urbanization, infrastructure, and climate preparedness
13. Greening the city from the inside out
14. Group presentations; summary of course themes and ideas

**Memo for Course Changes**

To: UEC Screening, CWC, FSCC, UEC

From: Dr. Afia Raja, Department of Planning, Geography, and Environmental Studies

Date: January 12, 2024

**Subject: Proposal for revision of GEOG 233- Geography of a Selected Region**

*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: Regional Geography has become a popular discipline since international students at UFV has become more visible. Attendance to various Regional Geography courses have seen increases but GEOG 233 has been left behind. It was therefore important to update the course, especially its learning outcomes to be aligned with the ILOs of the university. Thus, the *learning outcomes section of the course was improved by adding a learning outcome to reflect UFV's strategies on Indigenization and on Equity, Diversity, and Inclusion (EDI). Although the "Text and resource materials" section of the course outline was not updated since each region would use a different set of references.*

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 additional learning outcome is not a substantial change in the learning outcome although it adds one learning outcome to the list. The learning outcome was added instead of being integrated into other learning outcomes to support the indigenization strategy of UFV. The additional learning outcome aligns with ILO 2: Analyze critically and imaginatively and ILO 4: Use knowledge and skills proficiently.*

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

5. Which program areas have been consulted about the change(s)? 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 \(UNDRIP\)](#). Since the region being studied will dictate the most important topics to be covered, in each of the regions, a study of their indigenous communities and their relationships with the majority population should always become part of the regional investigation. *Thus, the new outline includes a learning outcome on the appreciation of indigenous perspectives. Although the regions might not be in Canada, students will still learn the common treatment of Indigenous populations around the world, thus the opportunities in every corner of the world for truth and reconciliation.*
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *The course outline was updated in part to include EDI principles, and this is reflected mainly through curriculum. As a regional geography course, the gender dynamics in the regions being studied would always have a rich flavour of gender dynamics and students will be able to learn how members of different genders in the region are treated relatively to each other.*
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. GEOG 233 is a course that lends itself to be used in Adventures in Geography and Field Schools and students taking this course while studying outside the UFV campuses, would be able to observe both indigenous perspectives on topics students are interested. In addition, EDI practices can be observed by the traveling students. *To support UFV's strategies on Indigenization and on Equity, Diversity, and Inclusion (EDI), the instructors in these courses should be able to easily integrate these principles in the observations their students are required to measure when in the field. on Regional Activities in Hydrology (Hydrology and Water Resources) was included.*
9. Estimate of the typical costs for this course, including textbooks and other materials: *Textbook in hardcopy format is 123.75 CAD while the e-book is 71.63 CAD.*

## CWC comments and responses:

- Calendar description does not seem to give much information about the course; suggest revising to better reflect the learning outcomes.  
*DONE*
- Is this a special topics course? This appears to have been offered as special topics, but also appears to have been used for study tours. Is that the intent of this course?  
*Yes. The course may be offered as a special topics course when the region chosen is close to UFV campuses, for example, the Cascadia Region. But it can also be used in study tours when the region is not close to UFV such as in New York.*

- What is the relationship of field trips to the selected region?  
*Field trips enhance the learning experience of students when they see the physical landscape they are studying. Field trips offer a form of ground truthing the topics or narratives in their resource materials. Field they even offer an integrative approach to the study of regions. In short, field trips are integral to the course.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1987  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|---|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 233                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Geography of a Selected Region<br><b>Course Short Title:</b> Geography of a Selected Region                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>A comprehensive introduction to the regional geography of a major world region with an emphasis placed on the physical processes, cultural influences, as well as economic stimuli and political realities that led to the formation of a distinct regional landscape and use this knowledge in understanding the current and future human-environment interactions in the region.</p> <p>Note: Field trips outside of class time may be required. Please refer to the department website for field trip scheduling information.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Experiential (field trip) | 5 | Tutorials/workshops | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                          |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> February 2, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |   |                     |    |  |  |  |  |                    |           |                                                                                               |  |

**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 fundamental concepts in, and approaches to, regional geography.
2. Describe relationships between cultures and their environments, past settlement patterns, and current economic, ecological, and socio-economic issues in the region under study.
3. Address a research question of relevance to the region under study using primary and secondary source materials.
4. Present results of their research in visual and written presentations.
5. Explain the significance of regional study, and the transferability of regional research to further geographic study and research.
6. Identify indigenous perspectives and principles of diversity, equity, and inclusiveness that may help explain the geography of a selected region.

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

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

**Details:**

Assignments: field trip report/written assignment (20%); seminar participation (5%)

Midterm (25%)

Project: research presentation (20%)

Final: take-home perspective paper (30%)

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

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

This course is offered in a lecture, seminar, and small group discussion format. It will include, when feasible, a field trip to a location within the Lower Mainland or Northwest Washington State. Such field trips may be to an area temple, cultural society, ethnic neighbourhood, etc.

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

| Type               | Author or description               | Title and publication/access details     | Year |
|--------------------|-------------------------------------|------------------------------------------|------|
| 1. Textbook        | Bushra Afzal Abbasi                 | Geography of South Asia                  | 2022 |
| 2. Journal         | Edited by Maitrii Aung-Thwin        | Journal of southeast Asian Studies       | 2023 |
| 3. Online resource | David McCloskey, Cascadia Institute | The Cascadia Bioregion                   | 2023 |
| 4. Online resource | PCS Library                         | Geological formation of Vancouver Island | 2023 |
| 5. Online resource | American Museum of Natural History  | New York City and Regional Geology       | 2023 |

**Course Content and Topics**

Example for *South Asia*:

- Physiographic features of Indian sub-continent (South Asia, Himalayas to coastal plains)
- South Asia as a cultural realm: a justification; historical and political geography
- Population growth; basic needs; planning and environment
- Urban map/urban issues: new towns and unplanned towns
- Informal sector; economic geography
- Culture and change; social geography
- Globalization and development
- City of change
- Form conceals reality; migration trends

Example for *East Asia*:

- Introduction
  - What is regional geography?
  - The definition of East Asia
  - Identification of major issues today
  - East Asia and Canada: making the connections
- Physical geography of East Asia
  - Overview of major physical features of region
  - Plate tectonics and the Ring of Fire
  - Climate and watersheds
  - Biogeography of the region

- Historical geography of China and Japan
  - Overview of geopolitical history (dynasties, conflicts); pre-Meiji (Japan); pre-Republic of China
  - World War II, and the post-war reindustrialization of Japan
  - The Great Leap Forward and the reorganization of rural spaces in China
  - The Korean War and two very different futures
- Settlement and population policies
  - China's population growth and the One Child Policy
  - Rural to urban migration
  - The aging of Japan's population
  - South Korea's demographic transition
  - Sex ratios, and the role of women in East Asia societies
- Different identities, common cultural threads: China, Japan, and the Koreans
  - Linguistic diffusion
  - Agricultural production and food ways
  - Ethnic diversity and the region's faiths
- Current issues, future challenges: China
  - The capitalist transition and the growth of China's manufacturing sector
- Current issues, future challenges: China and Taiwan
  - Manufacturing, migration, and the massive growth of China's cities
  - China and its claim on territory: Taiwan, Tibet, Hong Kong, Macau, and the western provinces
  - Taiwan: In the shadow of China, and the island's political fate
- Current issues, future challenges: North and South Korea
  - North Korea's geopolitical futures and the nuclear threat
  - Agricultural inefficiencies and the risk of starvation
  - South Korea: the digital society
  - The potential for reunification
- Current issues, future challenges: Japan
  - Japan's automobile and electronic sectors: surviving economic turmoil
  - A shrinking population: an insurmountable challenge?
  - The future of agriculture in Japan
- Ecological challenges within the region
  - Resource depletion, including land degradation
  - Energy: the search for sustainability
  - Pollution management and urban sprawl
  - Water: too much, too little: Three Gorges Dam and the South-North Diversion Project
  - Toxic air pollution, acid rain, and climate change

**Memo for New Course**

To: UEC Screening, CWC, FSCC, UEC

From: Dr. Afia Raja, Planning, Geography & Environmental Studies

Date: 9<sup>th</sup> Jan 2024

**Subject: Proposal for new course GEOG 320, “Sustainable Transportation”**

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

This course was floated as a “Special Topics course GEOG 300U” and is also scheduled for winter 2023, received lots of student interest and excellent student evaluations. This new course is also needed for the proposed Bachelor of Regional and Community Planning within the Faculty of Science. It aligns with similar undergraduate programs specific to the learning outcomes for knowledge and skills acquisition relevant to employment in this field. The course is an exploration of the sustainable ways in which we can manage the pursuit of this mobility. A major focus of the course is the automobile and its impacts on the built environment, as it is major problem in North America, resulting in urban sprawl and related ills. Sustainable transportation options are explained with consideration of the impact of colonization and design of cities for all including gender, equity, diversity, and inclusion. This course specifically looks into Sustainable Development Goal 11 i.e. Sustainable Cities and Communities.

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 \(ILOs\)](#):

| Learning Outcome |                                                                                                                                                                                                                                                | Institutional Learning Outcomes (ILOs) |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 1                | Describe the transportation and the environment connection.                                                                                                                                                                                    | ILO 1                                  |
| 2                | Discuss sustainable transportation theories through a spatial justice, human rights, gender and equity, diversity and inclusion (EDI) lens.                                                                                                    | ILO 2, 5                               |
| 3                | Comprehend the ways in which the land use and diverse transportation modes work together to achieve smart growth, neo urbanism and transit-oriented development aligned with Sustainable Development Goal 11                                   | ILO 2, 3, 4                            |
| 4                | Critically examine innovative sustainable transportation measures including Intelligent Transportation Systems, car pooling, bus rapid transit, electric vehicles, complete streets, traffic calming & related sustainable infrastructure etc. | ILO 4, 5, 7                            |
| 5                | Work collaboratively to identify a research question, and to investigate and present the findings of their research.                                                                                                                           | ILO 6,7, 8, 9                          |
| 6                | Apply the concepts learnt through the subject, to real-life sustainable transportation projects through experiential learning.                                                                                                                 | ILO 6,7, 8, 9                          |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? This course will be of interest to other programs and may be added to optional/required course lists.

Yes Bachelor's in Regional and Community Planning will have this as a required course and Bachelors of Environmental Sciences and BA Geography as an optional course.

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

Bachelor's in Regional and Community Planning, Bachelor of Integrated Studies, Global Development Studies and Bachelors of Environmental Sciences, additionally program concepts is being reviewed by indigenous advisors.

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 \(UNDRIP\)](#).

Transportation issues affect indigenous communities. Students will be assigned a project related to these challenges and the current response to Indigenous transportation needs. This course includes analysis and understanding of various Indigenous case studies that highlight teachings around two-eyed seeing, co-management relationships, and conflicts with and violations of Indigenous rights. These topics will be interwoven throughout the course and explored through various activities and/or assignments such as within a reflective journal. The course will host at least one Indigenous leader and students will learn about transportation need perspectives, protocols, and principles (e.g., OCAP data governance), and understand their professional obligations to UNDRIP and TRC.

Specific course topics related to Indigenizing our academy include:

- Public Transportation for all: Equity Issues Sustainable transportation for the visible minorities: Diverse ethnicities, Indigenous communities, and low-income families.

- Transportation policy and sustainability: Key policy, planning and engineering best practices that relate to sustainable transportation. Inclusion of Indigenous story telling in sustainable transportation.

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

Sustainable transportation is an organizing theme of the course and includes looking at the transportation practices globally and the local response through an EDI lens. This course will feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. This will be particularly important when discussing sustainable

transportation strategies from South America, Asia etc. The course topics are modern and timely, representing the current mobility issues and the need for leadership to address transportation related concerns in a socially equitable way. As seen in the course outline very interesting lecture topic in this regard would be “Public Transportation for all: Equity Issues”. The curriculum will be delivered virtually, recorded and in-class. The presentation slides will be provided with alternative text for photos. All synchronous sessions are also recorded. Assignments will be varied (e.g., video assignment, visual infographic, reflective journal, etc.) to be inclusive of student preferences. No expensive reading material/software will be required to help students with financial challenges. The quizzes will be open-note and take-home to account for students who have accommodations. Specific topics like: Public Transportation for all: Equity Issues Sustainable transportation for the visible minorities: Diverse ethnicities, Indigenous communities and low-income families. Obstacles in the way of active transportation: aging, disability, directly works towards the EDI theme.

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. costs of fieldtrips (if needed).
9. Estimate of the typical costs for this course, including textbooks and other materials:  
CAD 107.

**CWC comment and response:**

- Typical instructional hours includes 10 field trip hours, but this does not appear to be referenced elsewhere in the course outline. Will this course include field trips? (If so, a note should be added to the calendar description if these will be outside of class time.)

*Yes there might be field trips within the class time.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|----|---------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 320                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Sustainable Transportation<br><b>Course Short Title:</b> Sustainable Transportation                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>The course provides a broad understanding of the transportation issues. It is an interdisciplinary international survey of the cultural, social, and economic impacts of transportation and its effects on built and natural environments. This course explores the sustainability of the transportation alternatives besides the private automobile.<br><br>Note: Students with credit for GEOG 300U cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>GEOG 300U</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Experiential (field trip) | 10 | Tutorials/workshops | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 11, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 2, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |    |                     |    |  |  |  |  |                    |           |                                                                                               |  |

**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 connection between transportation and the environment.
2. Discuss sustainable transportation theories through spatial justice, human rights, gender, Indigenous, and equity, diversity, and inclusion (EDI) lenses.
3. Investigate the ways in which the land use and diverse transportation modes work together to achieve smart growth, neo urbanism and transit-oriented development.
4. Critically examine innovative sustainable transportation measures including Intelligent Transportation Systems, carpooling, bus rapid transit, electric vehicles, complete streets, traffic calming, and related sustainable infrastructure.
5. Apply course concepts to real-life sustainable transportation projects.

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

|                |     |              |     |                   |   |
|----------------|-----|--------------|-----|-------------------|---|
| Final exam:    | 15% | Assignments: | 35% | [click to select] | % |
| Quizzes/tests: | 10% | Project:     | 40% | [click to select] | % |

**Details:**

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

**Texts and Resource Materials**

| Type        | Author or description                            | Title and publication/access details                                               | Year |
|-------------|--------------------------------------------------|------------------------------------------------------------------------------------|------|
| 1. Textbook | Preston L. Schiller and Jeffrey R. Kenworthy     | An Introduction to Sustainable Transportation: Policy, Planning and Implementation | 2017 |
| 2. Textbook | Henrik Gudmundsson, Ralph P. Hall                | Sustainable Transportation: Indicators, Frameworks, and Performance Management     | 2016 |
| 3.          | Other supporting text supplied by the instructor |                                                                                    |      |

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

None

**Course Content and Topics**

1. Introduction to sustainable transportation
2. Transport and the environment
3. Alternative propulsion technologies
4. Active modes of transportation and related advocacy: biking and skateboarding
5. Active modes of transportation and related advocacy: walking
6. Transit-oriented-development: smart cities, neo-urbanism, green cities
7. Complete streets and traffic calming techniques
8. Transportation policy and sustainability: key policy, planning and engineering best practices that relate to sustainable transportation
9. Public transportation: bus rapid transit, light rail transit, etc.
10. Public transportation for all: equity issues
11. Future of sustainable transportation: autonomous vehicles and smart corridors

**Memo for New Course**

To: UEC Screening, CWC, FSCC, UEC

From: Dr. Afia Raja, Planning, Geography & Environmental Studies

Date: Jan 8<sup>th</sup> 2024

**Subject: Proposal for new course GEOG 355, "GIS for Built Environment"**

*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):

PGES floated BRCP degree this Winter 2024, this subject will be a compulsory course for the urban planners and will also be added to the list of optional subjects for BA geography and Environmental Sciences students.

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

Geographical Information systems has the capabilities of combining spatial information with tabular information and is an essential skill for the toolkit for planners, geographers, and environmentalists. This new course is an addition to the list of GIS application courses that the PGES department offers and has high market demand.

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

Applicability of GIS is vast apart from being a compulsory subject in the BRCP program, several other programs would be contacted for possible inclusion in their degree plan, this will include GDS, Environmental Sciences, Geography, Computer Sciences and many more.

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

Urban Planning, Geography and Environmental Sciences.

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

6. N/A

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

As mentioned in the learning outcome 5 of the course: The course will discuss how GIS can be used to understand and promote Indigenous perspectives in the Fraser Valley. With cutting edge technologies being added to the development procedures, most of the Indigenous communities have

their own GIS data hubs, this course will help modernize the development techniques used in each GIS cell of Indigenous communities within Canada.

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

As stated in course learning objective 6 this course will explain how land use planning and resource conservation can use GIS to promote equity, diversity, and inclusion in their operations. The class projects, and assignments will be built around concepts like spatial justice, fair trade and neoliberalism etc. Curriculum delivery methods allow for multiple delivery options. Topic selection for projects and assignments also has a high degree of flexibility where the international students are allowed to pick up case studies from around the world, and the same flexibility will also be given to domestic students.

9. 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 will need a computer lab with ArcMap installed and the class size will be 25.

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

The textbook used for the course is open access:

GIS in Sustainable Urban Planning and Management: A Global Perspective 1st Edition, Kindle Edition by Martin van Maarseveen (Editor), Javier Martinez (Editor), Johannes Flacke (Editor) and all the data attached to the labs is also free.

The typical cost is \$700. (157 per credit hour)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--------------------------------------------|----|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 355                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> GIS for Built Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> GIS for Built Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>This course aims to equip students with mapping the built environment by learning the skills to conduct site suitability analysis, transportation modeling, environmental impact assessment, land use planning, and demographic analysis, fostering a comprehensive understanding of sustainable land use change through modules on spatial data analysis and mapping.                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 10 | Supervised laboratory hours (computer lab) | 20 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> January 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> February 2, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |  |  |  |  |                    |           |                                                                                               |  |

**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. Create geographic information systems in desktop and web environments that can be used by planners, environmentalist, conservationist, developers, urbanists, policy makers, managers and geographers to make informed land development and conservation decisions.
2. Demonstrate competency in the operation of geospatial technologies to acquire the skills necessary for constructing and managing spatial (geographic) databases effectively.
3. Plan and design land development projects utilizing software, database management, and research skills, while contextualizing within community dynamics.
4. Prepare graphic presentations including 3D visualization of urban spaces for the built environment.
5. Apply scientific principles and processes behind land use planning, land development, land conservation, and resource management.
6. Discuss how GIS can be used to understand and promote Indigenous perspectives in the Fraser Valley.
7. Explain how land use planning and resource conservation can use GIS to promote equity, diversity, and inclusion in their operations.

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

|                      |     |           |     |                |     |
|----------------------|-----|-----------|-----|----------------|-----|
| Project:             | 20% | Lab work: | 40% | Quizzes/tests: | 30% |
| Holistic assessment: | 10% |           | %   |                | %   |

**Details:** Holistic assessment takes place through in-class presentations.

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

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

| Type        | Author or description                                       | Title and publication/access details                                            | Year |
|-------------|-------------------------------------------------------------|---------------------------------------------------------------------------------|------|
| 1. Textbook | Martin van Maarseveen, Javier Martinez, and Johannes Flacke | GIS in Sustainable Urban Planning and Management: A Global Perspective          | 2019 |
| 2. Textbook | Ed Ferrari, Alasdair Rae                                    | GIS for Planning and the Built Environment: An Introduction to Spatial Analysis | 2019 |
| 3. Textbook | Juliana Maantay and John Ziegler                            | GIS for the urban environment                                                   | 2006 |
| 4.          |                                                             |                                                                                 |      |

**Course Content and Topics**

Module 1: Introduction to GIS for the built environment

- GIS applications, what GIS is and why it is such a powerful tool to study
- Built environment, geovisualization, mapping principles, network analysis and decision making data in ArcGIS

Module 2: GIS for disaster management and hazard mitigation

- Emergency management and disaster response
- Volunteered Geographic Information (VGI) for the spatial planning of flood evacuation shelters
- Site analysis for land suitability for multiple land uses
- Graffiti and vandalism mapping in the community

Module 3: Modelling urban growth

- Mapping people with census data (Stats Canada)
- Sustainable growth through location intelligence - GIS applications in housing, downtowns, industrial, and Indigenous communities
- Archaeology and historic preservation with GIS

Module 4: Transportation planning

- Planning for Transit Oriented Development (TOD) using a TOD index
- Network analysis for a safe hub for equity, diversity, and inclusion

Module 5 Infrastructure mapping for planning and maintenance

- GIS mapping of a city sewer and storm drain system
- Geocoding for postal systems

Module 6: Stakeholder-based assessment: multiple criteria analysis

- Designing cycle routes for different target populations
- Landmark preservation
- GIS applications for advocacy planning and public information

Module 7: GIS project – living lab based on sustainable development goals

- Institutional issues proposing a GIS, initiating a project development cycle
- Develop a project flow chart using model builder

**Memo for New Course**

To: UEC Screening, CWC, FSCC, UEC

From: Afia Raja, Planning, Geography, and Environmental Studies

Date: January 12, 2024

**Subject: Proposal for new course GEOG 359- GIS Applications in Business**

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

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

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

- *GEOG 3000 – Business GIS, has been offered successfully in the summer of 2022 with good enrollment, and it now needs a regular course number as GEOG 359 – GIS Applications for Business*
  - *While GEOG 3000 has run as a 4-credit course with 60 contact hours, GEOG 359 is designed as a 3-credit course with 45 contact hours, to align with the structure of most GIS courses in other institutions in BC*
  - *The learning outcomes section of the course was improved by adding a learning outcome to reflect UFV's strategies on Indigenization, and to support the strategy, the "Text and resource materials" section of the course outline was also updated.*
  - *Strategies were included to reflect principles of EDI.*
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 additional learning on indigenisation is not a substantial change in the learning outcome and aligns with ILO 2: Analyze critically and imaginatively and ILO 4: Use knowledge and skills proficiently.*
  3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? *N/A*
  4. Which program areas have been consulted about the course? *The School of Business was consulted with support proposed change in course number and code.*
  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 \(UNDRIP\)](#). *Although Indigenized business courses promotes indigenization of UFV, GEOG 359 will add another layer of providing respectful, relevant, and responsive post secondary education and training that support their personal development. This*

*course covers an aspect that other business courses do not cover- spatial dimensions of business. This especially important in business location suitability analysis.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? GEOG 359 is a science-and-technology course that is lighter than most science courses, making it more attractive to women and girls to join the technical industry through GIS.
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: *Two textbooks, one in hardcopy format costs 31.38 CAD while the second as an e-book is 107.60 CAD.*

**CWC comment and response:**

- Why are two similar courses needed? Could a section of GEOG 355 be offered just for Business students instead?  
*Although there are similarities in GEOG 355- GIS for Built Environment and GEOG 359- GIS Applications for Business, the former is created for planning and regulatory purposes mostly by government units while the latter is created for decision making in mostly private businesses.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--------------------------------------------|----|---------------------------|---|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> GEOG 359                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> GIS Applications for Business<br><b>Course Short Title:</b> GIS Applications for Business                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department:</b> Planning, Geography and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>An introduction to desktop and web GIS for business operators in agriculture, real estate, insurance, and logistics to make informed decisions on their business resiliency in the face of climate change, support Indigenous businesses, and promote equity, diversity, and inclusion in their operations.</p> <p>Note: Field trips outside of class time may be required. Please refer to the department website for scheduling information.</p> <p>Note: Students with credit for GEOG 300O cannot take this course for further credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>GEOG 300O</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Summer only</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>15</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15 | Tutorials/workshops | 10 | Supervised laboratory hours (computer lab) | 15 | Experiential (field trip) | 5 |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> August 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 2, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |    |                           |   |  |  |                    |           |                                                                                               |  |

**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. Create GIS in desktop and web environments that can be used by business operators and their customers to make informed business decisions.
2. Operate geospatial technologies in business applications.
3. Evaluate business sustainability and resilience through GIS techniques.
4. Apply scientific principles and processes behind climate change and natural disasters in guiding GIS models that seek to mitigate effects of climate change and natural disasters on business operations.
5. Identify current and emerging applications of GIS in business and agribusiness, including real estate, banking, insurance, asset management, logistics, and navigation.
6. Discuss how GIS can be used to understand and promote Indigenous perspectives in business operations in the Fraser Valley.
7. Explain how businesses can use GIS to promote equity, diversity, and inclusion in their operations.

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

|              |     |                |     |          |     |
|--------------|-----|----------------|-----|----------|-----|
| Assignments: | 30% | Quizzes/tests: | 30% | Project: | 40% |
|              |     |                | %   |          | %   |

**Details:**

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

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

**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 | Richard L. Church (Author), Alan T. Murray (Author) | Measuring Up: The Business Case for GIS, Volume 3                     | 2022 |
| 2. Textbook | Esri                                                | Spatial Business: Competing and Leading with Location Intelligence    | 2020 |
| 3. Textbook | David DiBiase                                       | Nature of Geographic Information: An Open Geospatial Textbook         | 2014 |
| 4. Textbook | James B. Pick                                       | Geographic Information Systems in Business                            | 2005 |
| 5. Article  | Bosak, Keith, and Kathleen Schroeder.               | Using geographic information systems (GIS) for gender and development | 2005 |

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

- Module 1: Introduction to GIS applications in business
- GIS applications in business – from geocoding to mapping business data in ArcGIS
- Module 2: Geodemographics and customer targeting
- Customer analytics, site analysis, and network analysis for a safe hub for equity, diversity, and inclusion
- Module 3: Sustainable businesses
- Sustainable growth through location intelligence - GIS applications in real estate, banking, and Indigenous businesses
- Module 4: Risk analysis through GIS
- GIS analysis for natural disasters, other risks, and insurance – applications in the agribusiness sector
- Module 5: Business spatial pattern and hotspot analysis
- Determining spatial patterns and hotspots of businesses
- Module 6: Business operational efficiency through GIS
- Marketing through Interactive web maps and Improving business operational efficiency through ArcGIS Field Maps, Survey123, and dashboards
- Module 7: GIS project – living lab based on sustainable development goals
- Making McCallum Centre a sustainable business



## MEMO

**To:** UEC

**From:** Afia Raja, Department Head of Planning, Geography and Environmental Studies  
Ian Affleck, Associate Dean of Science

**CC:** Claire Carolan, Associate Director, PDQA

**Date:** 2024-02-23

**Re:** Faculty of Science Program Proposal: Associate Certificate in Applied GIS

The proposed Applied GIS Associate Certificate has been developed by the Department of Planning, Geography and Environmental Studies, in part in response to calls at the provincial level and institutional level for micro-credentials. The credential is very compact, requiring completion of just three applied GIS courses (at most 14 credits total), one of which may be a capstone involving work-integrated learning. It provides hands-on, applied skills that are in demand in a variety of industries. Students currently enrolled in a 4-year program at UFV will be able to enter the credential after the equivalent of two years of full-time study, and complete it in the final two years of their program. Meanwhile the credential is accessible to graduates of diplomas or degrees who are now in the workforce, perhaps in areas such as archaeology, Indigenous land use and title, health care or social work policy, environmental studies, agriculture, urban planning or business.

The submitted proposal for this credential includes the following rationale. The *Applied GIS Associate Certificate* will provide a definite advantage to UFV graduates who seek employment in industries with high-paying jobs, where GIS is a regular part of the job and where GIS-ready applicants are most desired. GIS complements any industry that uses location data, GIS skills are readily transferrable, and those who graduate with general GIS credentials will be able to use GIS as a tool in any field they would like to work in. With the proposed credential, UFV graduates can provide proof on-the-job training, hands-on GIS experience, and most important is the learning focused to the use of GIS in a particular industry. The three-course credential will attract students who are in their final years of completing their degrees or diplomas who wish to gain GIS skills that are immediately applicable to an industry they identified as their future career, but are not seeking a credential which is the size of the 31-credit UFV *GIS Certificate*. The proposed credential provides UFV graduates access to relevant post-secondary education that also benefits local industries. The applied GIS courses to be required in the proposed credential do not have prerequisites since these are stand-alone applied GIS courses, so the credential can be completed in less than 12 months. Student surveys revealed strong demand for the *Applied GIS Associate Certificate*, supported by testimonials from students who found employment using the GIS skills they have acquired in one or two applied GIS courses at UFV, and who were willing to take one more GIS course to obtain an Applied GIS Associate Certificate. The proposed credential is fully supported by consulted external and internal stakeholders.

*Note: Documents are available in S:\Groups\UEC\2024-03001 Applied GIS associate certificate.*

**Memo for Program Changes**

To: Undergraduate Education Committee

From: (Samantha Hampton, BSN Selections Chair)

Date:

**Subject: Program change (Bachelor of Science in Nursing)**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

The aim of the proposed changes is to decrease barriers for students and to be more inclusive. It can be difficult for students to come directly into a nursing program with a driver's license and therefore the language has changed to "recommended". The health questionnaire is being removed as students report it being a barrier when answering questions related to their mental health.

Including Casper in lieu of the interview/essay provides students an opportunity to highlight personal characteristics such as morality, judgment, communication, and reasoning which are all important for nursing. The test also allows for accessibility services as required for writing the test.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **Not applicable**
4. What consideration has been given to Indigenizing the curriculum? Casper test raters represent the diverse Canadian population as confirmed by Acuity Insights (formerly Altus) representative David Maxwell.
5. Will additional resources be required? If so, how will these costs be covered? The cost of Casper is \$40 and results can go to more than one school; students would incur this cost. Most nursing schools in BC currently use Casper already and many students apply to more than one school.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

Students who do not already have a Casper score would be required to pay the \$40 fee to write the exam. This is done through Acuity Insights testing, not UFV. Results can be sent to more than one nursing program; many students already have Casper scores as most nursing programs in BC require it. Often students apply to more than one nursing program at a time. Supporting documents and publications re: the validity and reliability of Casper can be found here:

<https://acuityinsights.com/academic-publications/>

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **Not applicable**
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

Calendar copy will provide a link to the Nursing program webpage(s) where information on Casper (Acuity Insights) and a link to the testing website would be provided.

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

Not applicable.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.

Does not affect the faculty budget.



## MEMO

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TO: Undergraduate Education Committee  
FROM: Lara Duke, Dean, Faculty of Health Sciences  
DATE: 28 November 2023  
RE: Changes in admissions criteria for BSN nursing programs

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At the November 24<sup>th</sup>, 2023 Faculty Council (FC) meeting, the attached changes in admissions criteria for the BSN nursing programs were approved.

Proposed Motion:

THAT Faculty Council accept the changes to the admissions requirements for the BSN program as presented.

Summary of changes:

- Driver's license – changing from 'required' to recommended.
- Removal of health questionnaire from nursing programs – addition of link for BCCNM prerequisite skills and abilities.
- Expand health care experience to include community engagement and related activities.
- Remove 'essay' and 'interview' requirements and replace with 3 components – GPA, Casper score and work/volunteer/community experience.

**CWC comments and responses:**

1. What is CASPER measuring and why is it being used?

**CASPer is a situational judgment test (SJT) meant to “determine behavioral tendencies of applicants pursuing people-centered professions” (2024, acuityinsights). Questions on the computer based test are open-ended in nature, meant to understand how and why a person behaves a certain way in tough situations. Casper is used to assess characteristics such as collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and awareness (acuityinsights).**

2. What is the validity and reliability of the assessment for Nursing admission?

**While most research supports Casper for holistic admission to medical schools, a newer study by Gorene, Knor, Vogel, Hild and Hampe (2022) in Germany, supports Casper’s reliability and validity with respect to applied admission criteria in a nursing midwifery program.**

**From the Casper representative David Maxwell:**

Regarding Caspers **reliability**:

- We take this very seriously and our team of psychometricians and data scientists are continually gathering data and doing quality assurance studies so you can be confident that Casper works fairly and consistently across applicants and over time
- With data from over 700,000 applicants and 800+ test instances, Casper shows strong internal consistency
- A coefficient alpha of  $\alpha=0.70$  is often cited as the minimum threshold for an adequate level of internal-consistency. Casper demonstrates a coefficient alpha between  $\alpha=0.78 - 0.87$
- For reference, Casper is far more reliable than other common holistic tools like personal statements or reference letters (reference letters: coefficient alpha of  $\alpha=0.13$  and personal statements:  $\alpha=0.37$ )

Regarding Caspers **validity**:

- Casper shows consistent correlations with admissions metrics and in program success meaning you can find applicants who are more likely to excel in-program and beyond
- There is a growing body of evidence showing that Casper relates to assessments where personal, interpersonal, or professional attributes are considered e.g.
  - Objective-structured clinical examinations (OSCEs),
  - Work placements (e.g., 3rd year clinical clerkships, employer evaluations),
  - Everyday behavioral indicators during training (e.g. Notice of Concerns),
  - Subscores of the Medical Council of Canada national licensure examination related to personal/professional characteristics
- These studies are all included within our [Casper Technical Manual which I've linked for you here](#). This compiles 20+ years of research on Casper highlighting its validity as an admissions solution
- We also have a number of short videos put together by our research team [on our website here](#) highlighting further evidence of Caspers reliability and validity

3. Does the testing tool provide that issues of equity and inclusion are included?

**Casper's raters represent the diverse population of Canada. They also provide accommodations for taking the test.**

4. The weighting, as presented, shows 41% to CASPER, 41% to courses and grades and 18% to community experience (plus letter of reference). How is the weighting determined and why?

**The weighting represents what has been historically done for UFV's nursing program based on decisions and recommendations from the BSN Selections Committee to attract well rounded applicants, not just applicants with the highest GPA. Some nursing schools such as Langara and Douglas College use GPA competitive entry only while others such as BCIT and TRU also include an applicant questionnaire or letter of introduction. The 41% for CASPER represents the points that were previously allocated for an interview and essay.**

5. The submission says "Most nursing schools in BC currently use Casper". It would be helpful to provide either a listing of the BC institutions using CASPER or a table showing how you arrived at "most".

**Many nursing schools and medical schools are using CASPER as a social intelligence tool. The Table below gives a snapshot of the schools of nursing in BC that are already using Casper along with some schools in other provinces. Direct links have been provided.**

**Please see table below:**

**Nursing Schools in British Columbia using CASPER**

| School                                                | Casper | Links to Admissions Requirements                                                                                                                                                                                                        |
|-------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| North Island College                                  | yes    | <a href="https://calendar.nic.bc.ca/preview_program.php?catoid=12&amp;poid=2022&amp;returnto=3177">https://calendar.nic.bc.ca/preview_program.php?catoid=12&amp;poid=2022&amp;returnto=3177</a>                                         |
| Selkirk College                                       | yes    | <a href="https://selkirk.ca/programs/health-human-services/nursing-bachelor-science#edit-group-admission-requirements">https://selkirk.ca/programs/health-human-services/nursing-bachelor-science#edit-group-admission-requirements</a> |
| Thompson Rivers University                            | yes    | <a href="https://www.tru.ca/nursing/programs/bsn/requirements.html">https://www.tru.ca/nursing/programs/bsn/requirements.html</a>                                                                                                       |
| Trinity Western University                            | yes    | <a href="https://www.twu.ca/nursing-bsn/admissions-requirements">https://www.twu.ca/nursing-bsn/admissions-requirements</a>                                                                                                             |
| University of British Columbia (Vancouver & Okanagan) | yes    | <a href="https://nursing.ubc.ca/admission-requirements">https://nursing.ubc.ca/admission-requirements</a>                                                                                                                               |
| University of Northern British Columbia               | yes    | <a href="https://www2.unbc.ca/calendar/undergraduate/nursing#northern-bacc">https://www2.unbc.ca/calendar/undergraduate/nursing#northern-bacc</a>                                                                                       |
| Vancouver Island University                           | yes    | <a href="https://www.viu.ca/programs/health/bachelor-science-nursing">https://www.viu.ca/programs/health/bachelor-science-nursing</a>                                                                                                   |
| Vancouver Community College                           | yes    | <a href="https://www.viu.ca/programs/health/bachelor-science-nursing">https://www.viu.ca/programs/health/bachelor-science-nursing</a>                                                                                                   |

**Examples of Nursing Schools using CASPER across Canada**

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| University of Alberta      | <a href="https://www.ualberta.ca/nursing/programs/undergraduate-admissions/casper.html">https://www.ualberta.ca/nursing/programs/undergraduate-admissions/casper.html</a>                                                                                                                                                                                                                                                                                 |
| Cape Breton University     | <a href="https://www.cbu.ca/future-students/admissions/admission-requirements/admissions-for-nursing-program/">https://www.cbu.ca/future-students/admissions/admission-requirements/admissions-for-nursing-program/</a>                                                                                                                                                                                                                                   |
| Dalhousie University       | <a href="https://www.dal.ca/admissions/apply/applying_for_undergraduate_studies/supplemental_forms/casper-test-requirement.html">https://www.dal.ca/admissions/apply/applying_for_undergraduate_studies/supplemental_forms/casper-test-requirement.html</a>                                                                                                                                                                                               |
| McMaster University        | <a href="https://nursing.mcmaster.ca/mcmaster-nursing-programs/undergraduate-programs-school-of-nursing-mcmaster/basic-stream-school-of-nursing/#:~:text=Achieve%20a%20GPA%20in%20the,the%20high%20number%20of%20applications.">https://nursing.mcmaster.ca/mcmaster-nursing-programs/undergraduate-programs-school-of-nursing-mcmaster/basic-stream-school-of-nursing/#:~:text=Achieve%20a%20GPA%20in%20the,the%20high%20number%20of%20applications.</a> |
| University of Saskatchewan | <a href="https://admissions.usask.ca/nursing.php#Admissionrequirements">https://admissions.usask.ca/nursing.php#Admissionrequirements</a>                                                                                                                                                                                                                                                                                                                 |

6. In addition to CASPER, consideration of the following areas may strengthen the overall proposal and will provide additional clarity and consistency for prospective students.

- A. We are aware that applicants are not generally considered for admission directly out of high school (June grads), but this is difficult to understand with the admission requirements as they are currently stated. Based on our interactions with applicants, parents and high school counselors student recruitment will be enhanced with a more precise description of the process.

**We are currently working on creating a transparent process that will support the ability for high school students to directly enter the BSN Program in the fall. As a result, we have removed reference to the winter intake given students could be admitted earlier (in the fall). (See attached calendar copy.)**

- B. Related to this, it is noted that the Calendar copy retains the current text on “Nursing Track”. As this is an internal administrative category and not something that students can apply for, we think this wording can be improved upon. Also, if Health Studies would like to create a defined pathway program, now or in the future, staff are available to assist in the preparation of a formal proposal.

**Health Studies is supportive of creating a defined pathway for nursing track and look forward to working closely with the office of the registrar on this.**

**Attached calendar copy has been updated with proposed changes to nursing track information.**

- C. In the “How to Apply” section there is reference to a competitive threshold, without defining it. Assuming Nursing proceeds with the revised process, can competitive threshold be defined or is there also an opportunity to rework this section for clarity.

**Thank you for your feedback. Calendar copy has been updated with proposed wording for clarity.**

## Bachelor of Science in Nursing

The UFV Nursing program is designed to meet the needs of two groups: students who wish to pursue a career in nursing and LPNs who wish to complete a nursing degree. The degree prepares graduates for employment in a variety of health care settings.

~~The Nursing program has two intakes per year, in September and January. The program provides two streams:~~

- **Bachelor of Science in Nursing degree (BSN)**
  - Four-year option; two intakes per year (September and January)
  - ~~Three-year (fast track) option (unavailable until further notice)~~
- **LPN Access to BSN:** ~~this is a separate stream~~ provides an opportunity for Licensed Practical Nurses to bridge into the BSN Nursing program in a 2.5-year ~~fast track option;~~ one intake per year (September)

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

This program is recognized by the British Columbia College of Nurses and Midwives (BCCNM) ~~ing Professionals~~. Graduates will be eligible to write the registration examinations. Students must meet the BCCNM requisite skills and abilities.

### BCCNM Requisite Skills and Abilities

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

Note: Clinical experience may include extended ~~work days~~workdays, evening shifts, and weekends. A driver's license is highly recommended; reliable transportation to and from clinical settings is required.

~~It is possible to complete some of the Health Science and elective courses prior to entering the Nursing program, through UFV or other post-secondary institutions. A limited number of seats may be available in selected Health Science courses at UFV for Nursing Track students. High school students, applying to the nursing program, may be placed in Nursing Track if they meet the minimum qualifications.~~ The Nursing Track allows ~~select~~ students to study at UFV while completing the application or selection process. ~~Applicants seeking to come to UFV directly from high school should apply for the Nursing program and those who meet the minimum qualifications will be placed in the Nursing Track option.~~ They will be considered for admission at the next available entry point, ~~normally January. Nursing Track may also be suggested for some who are not successful in their first application. Qualified applicants will be contacted by the Office of the Registrar if this is an available option.~~

Nursing applicants ~~from~~ in Nursing Track, Qualifying Studies, or transferring from another post-secondary institution must obtain a minimum grade of C in required and elective courses ~~in order to~~to receive credit. ~~Completion of UFV Health Sciences courses~~Placement in Nursing Track does not automatically guarantee a seat in the Nursing program. Post-secondary applicants should speak with an academic advisor to plan their courses.

## BSN degree applicants

Applicants, including those in the Nursing Track, are strongly encouraged to complete ENGL 105 or equivalent, and one sociology, anthropology, or psychology prior to program entry.

~~The Nursing program is very demanding. Students who are taking a full course load will not have time to work either full-time or part-time. Competency with the Microsoft Office productivity suite is essential.~~

## Entrance requirements (degree applicants)

## Academic entrance requirements

1. B.C. secondary school graduation or equivalent with:
  - Completion of each of the following courses with a minimum grade of C+ within five years prior to enrolment:
    - Anatomy and Physiology 12, Biology 12 (BIO 093), or BIO 111
    - Chemistry 11 (CHEM 083), CHEM 110, or CHEM 113
  - One of the following with a minimum grade of C+: Principles of Mathematics 11, Foundations of Mathematics 11, Pre-calculus 11, or MATH 085.
  - English Studies 12 or English First Peoples 12 (UFV ENGL 091 or ENGL 099; see Note) with a minimum grade of B, or ENGL 105 with a minimum grade of C.

Note 1: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

Note 2: Applicants applying with university education may have their higher-level courses substituted for lower-level entry requirements.

2. Applicants whose first language is not English must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

## Other entrance requirements

1. Volunteer experience in a health care setting or employment in a health care field.

Volunteer experience will consist of a minimum of 30 hours of volunteer work with adults or children in an acute care, long-term care, or community health care agency.

Applicants will be asked to submit a written reference that reflects the length and nature of the volunteer experience and/or employment in a health care field. Community engagement activities such as coaching, will also be considered.

2. All applicants are required to complete and submit a CASPer score. This is a 60-90 minute online situational judgment test that evaluates characteristics related to ethics, problem solving, collaboration and professionalism.

<https://acuityinsights.app/>

~~A health assessment indicating fitness to practice. The assessment must be completed within 12 months prior to enrolment. Health questionnaire forms will be included with the letter of notification regarding an information session. Completed forms must be brought to the interview.~~

~~Attendance at a program information session with the program faculty is mandatory for applicants being considered for admission to the program. At the information session applicants will be asked to complete an application essay question. Applicants will be contacted when dates and times have been established; a health questionnaire will be provided and must be returned to the School of Health Studies at the time of the interview. Applicants that are to be interviewed will be notified.~~

~~Interview with faculty members.~~

Students who do not meet these requirements might consider [Qualifying Studies](#).

## When to apply

Applications for the Fall semester (September intake) open October 1 and have an application and document submission deadline of January 31. Applications for the Winter semester (January intake) open May 1 and have an application and document submission deadline of August 1.

## How to apply (degree applicants)

Apply online at [ufv.ca/admissions/apply](https://ufv.ca/admissions/apply) and submit the following documents to the Office of the Registrar:

- Proof of B.C. secondary school graduation or equivalent (current secondary school students may apply starting October 1 of their Grade 12 year).
- Official transcripts from all post-secondary institutions attended. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
- Prerequisite course(s) — submit an official transcript showing final grades in all prerequisite courses (current Grade 12 students will be required to submit an official transcript showing final grades in all required courses by August 1 ~~for the Winter intake~~).
- Nursing program application (available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).
- Evidence of volunteer/work experience in a health care setting (volunteer experience will consist of a minimum of 30 hours of volunteer work with adults or children in an acute care, long-term care, or community health care agency).

All completed applications will be assessed. ~~Applications which meet both the BSN minimum program requirements and the BSN competitive threshold will be assessed by the Nursing program for admission. Applicants who do not meet the threshold will be provided an opportunity to take a position in an alternate UFV program. Meeting the minimum admission requirements does not guarantee you a seat in the nursing program.~~ Unsuccessful applicants may discuss their options for a subsequent application with an Academic Advisor.

### Additional documents required prior to full acceptance (degree applicants):

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

### Basis for admission decision (degree applicants)

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

The highest score that can be achieved by an applicant is 39.

1. **Academic history:** up to 16 points. The higher the applicant GPA on required academic prerequisites, the more points awarded. GPA will be calculated using the UFV grading scale.
2. **Work/volunteer/community experience and letter of reference:** up to 76 points. Points will be allocated according to the duration of the experience and the character of the reference given. Recognition will be given to any applicant who has demonstrated a leadership role in a workplace.
3. CASPer Score: up to 16 points. ~~Application essay: up to 4 points. All applicants will be given points on the basis of meeting the criteria and the writing skill demonstrated.~~

<https://acuityinsights.app/>

- ~~3.4. **Interview:** up to 13 points. Applicants will be given points related to their knowledge of nursing, organizational skills, planning for program workload and financial aspects, identified supports, management of commitments, communication skills, knowledge of own learning, and problem-solving skills.~~

Applicants with the highest number of points will be given priority for program seats. Applicants will be notified in writing regarding acceptance. Upon admission to the program, applicants will be provided with registration information. A deposit will be required prior to the first day of the undergraduate education fee payment deadline to reserve a seat in the program. This money will be applied toward tuition fees. If applicants do not register for courses and pay the deposit, a place will no longer be held for them.

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

Note: Up to 10% of program seats ~~are~~ may be allocated to Aboriginal students on a ~~competitive~~ basis of self-identification.

## LPN Access applicants

### Entrance requirements (LPN applicants)

#### Academic entrance requirements

1. ENGL 105 or equivalent with a minimum grade of C.
2. HSC 111 and HSC 113 or equivalent with a minimum grade of C or completion of a challenge exam with a minimum grade of C.
3. Applicants whose first language is not English must meet the Degree/diploma level English language proficiency requirement. For details on how this requirement may be met, see the [English language proficiency requirement](#) section of the calendar.

#### Other entrance requirements

1. Current full scope practicing registration as a Licensed Practical Nurse in B.C.
2. One written reference (from manager/supervisor) indicating work as an LPN within two years prior to application for admission.

~~A health assessment indicating fitness to practice. The assessment must be completed within 12 months prior to enrolment. Health questionnaire forms will be included with the letter of notification regarding an information session. Completed forms must be brought to the interview.~~

- ~~3. Attendance at a program information session with the program faculty is mandatory for applicants being considered for admission to the program. At the information session applicants will be asked to complete the application essay questions. Applicants will be contacted when dates and times have been established; a health questionnaire will be provided and must be returned to the School of Health Studies prior to interview. Applicants that are to be interviewed will be notified.~~

#### ~~4. Interview with faculty members.~~

Students who do not meet these requirements might consider [Qualifying Studies](#).

## When to apply

Applications for the Winter semester (January intake) open May 1 and have an application and document submission deadline of August 1.

## How to apply (LPN applicants)

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

- UFV application form (available at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply)).
- Proof of completion of ENGL 105 or equivalent requirement.
- Proof of completion of HSC 111 and HSC 113 or equivalent or challenge exam requirement.
- Proof of full scope practicing registration as an LPN in B.C.
- Nursing program application (available at [ufv.ca/registrar/forms](http://ufv.ca/registrar/forms)).
- Completed reference form.

Once these documents have been received by the Office of the Registrar, the application will be forwarded to the Nursing program.

## Additional documents required prior to full acceptance (LPN applicants):

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

## Basis for admission decision (LPN applicants)

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

The highest score that can be achieved by an applicant is 39.

1. **Academic history:** up to 16 points. The higher the applicant GPA on required academic prerequisites, the more points awarded. GPA will be calculated using the UFV grading scale.

2. **Casper score:** up to 16 points

<https://acuityinsights.app/>

~~4.3.~~ **Health care experience and letter of reference:** up to ~~7~~6 points. Points will be allocated according to the duration of the experience and the character of the reference given. Recognition will be given to any applicant who has demonstrated a leadership role in a workplace.

~~2. Application essay:~~ up to 4 points. All applicants will be given points on the basis of meeting the criteria and the writing skill demonstrated.

~~3. Interview:~~ up to 13 points. Applicants will be given points related to their knowledge of nursing, organizational skills, planning for program workload and financial aspects, identified supports, management of commitments, communication skills, knowledge of own learning, and problem-solving skills.

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

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

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

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Psychology Dept Head

Date:

**Subject: Proposal for revision of PSYC 360: Social Psychology**

*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 changes:** A course review was due. We used this opportunity to make minor changes to the learning outcomes to increase clarity; revised assessments to allow for a greater variety of evaluation methods; and updated the offering frequency to better match recent demand. The calendar description was updated to reflect current course topics and student activities.
3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):** N/A, as there were no substantial changes
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)?** 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 \(UNDRIP\)](#).**

Instructors will incorporate indigenization in their teaching of Social Psychology. Course units - especially the chapters on prejudice, stereotyping, and social perception - examine the historical and ongoing injustices faced by Indigenous communities; the textbook, for example, highlights studies

demonstrating how stereotypes and discrimination negatively impacts the wellbeing of Indigenous Peoples in Canada. Some “First Peoples Principles of Learning” are also considered: content, for example, is often connected to various local and national stories or events (specific principle: “learning is embedded in memory, history, and story”) to enrich student understanding. Further, the course covers evidence suggesting that our perceptions/cognitions are dependent on the extent to which we view ourselves as connected or not to others [specific principle: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)"].

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

Students have flexibility in final assignment topic selection (e.g., paper, presentation), acknowledging diverse interests, approaches, and strengths. Throughout the term students engage in reflection regarding the extent to which course content can be applied to their own lives, identities, and cultural backgrounds. Course content is posted on Blackboard; slides/PDFs and videos are provided, ensuring materials are accessible in multiple formats (e.g., video transcripts from videos can be downloaded, video speed can be adjusted, captions can be provided in multiple languages). Work conducted by researchers of diverse backgrounds is used as examples throughout lectures, addressing topics such as social attitudes and prejudice.

- 8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A**
- 9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):** ~\$80 for the course digital textbook.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 360                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Psychology<br><b>Course Short Title:</b> Social Psychology                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides broad overview of the field and theories/findings related to how we view and make inferences about our social world and form/modify our attitudes and social relations. Students apply content to local and global social issues/phenomena.                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | 45 university-level credits including PSYC 101 and PSYC 102.                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PSYC 260</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                         | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> December 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 basic processes in social perception and cognition (e.g., attribution, heuristics, attitude formation).
2. Evaluate how these processes influence social behavior and interaction.
3. Summarize theory and research relevant to social attitudes and their relationship to behavior.
4. Outline factors and processes that drive attraction, aggression, and prejudice.
5. Apply knowledge about social influence processes to explain social phenomena such as obedience and conformity.
6. Demonstrate how cultural and personal experiences may impact or be impacted by these processes.

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

|            |     |                |     |              |     |
|------------|-----|----------------|-----|--------------|-----|
| Project:   | 20% | Quizzes/tests: | 45% | Assignments: | 10% |
| Portfolio: | 25% |                | %   |              | %   |

**Details:**

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

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

This course may include lectures, discussion, videos, readings.

**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 | Aronson, Wilson, Akert, & Fehr | <i>Social Psychology: Most recent Canadian edition</i> /Prentice Hall | 2022 |
| 2. Textbook | Baron & Byrne                  | <i>Social Psychology/ Allyn and Bacon</i> (most recent edition)       | 2016 |
| 3.          |                                |                                                                       |      |
| 4.          |                                |                                                                       |      |
| 5.          |                                |                                                                       |      |

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

No special materials required.

**Course Content and Topics**

- Social perception
- Social cognition
- The self and social and cultural (e.g., Indigenous) context
- Attitudes
- Conformity, compliance, and obedience
- Interpersonal attraction and relationships
- Aggression
- Prejudice

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 364**

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

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

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

**2. Rationale for change:**

These are routine updates.

One new learning outcome for the course has been added: “Analyze the effects of environmental conditions on human performance and well-being.” This aligns with several program learning outcomes, but most closely with PLO 9: “Students will be able to describe psychological findings from a variety of subfields within psychology, and will be able to describe the potential relevance of these findings to the understanding of people and interpersonal situations.”

Minor updates to learning outcomes, materials, and typical sequence of units reflect current standards and minor modifications in how the course has been taught.

The calendar description has been modified to discuss real-world applications of course ideas while keeping the word count at 40.

- 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 \(ILOs\)](#):** No substantial changes have been made to the learning outcomes.

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

This course can be used to fulfill 3 credits of the society, culture, and economy requirement for the EVST program. None of these very minor changes are expected to impact that program discernably.

5. Which program areas have been consulted about the change(s)? EVST
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 \(UNDRIP\)](#).

Topics in this course are relevant to Indigenous issues, and these areas of relevance are highlighted in various ways. For example, restorative effects of natural environments are discussed at some length, and this is very relevant to things the original inhabitants of this land have been saying to settlers for a very long time.

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

Throughout the course but especially in the book assigned for review, “I’m right, and you’re an idiot,” perspectives from a variety of cultural milieux are discussed and applied to real-world problems, especially problems of communication across lines of difference. Instructional methods do include small group and class discussions designed to allow a variety of points of view to be aired and brought into juxtaposition.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$20



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 364                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Environmental Psychology<br><b>Course Short Title:</b> Environmental Psychology                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Tackling environmental crises requires behavioural change. This course considers impacts of environmental variables on human psychology. Students examine the roots of behaviours affecting the environment and assess how to change them. Students apply course concepts to real-world problems.                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 30 university-level credits including PSYC 101 and PSYC 102.                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PSYC 264, PSYC 200Q</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> December 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 behaviours that contribute to a variety of different environmental problems.
2. Evaluate how attitudes, norms, situational constraints, cognitive constraints, motivations, learning, and personality factors contribute to those behaviours.
3. Evaluate strategies to change behaviours, referencing Indigenous perspectives.
4. Devise ways to exert social and political influence in the direction of environmentally responsible policies.
5. Analyze the effects of environmental conditions on human performance and well-being.

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

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

**Details:**

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

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

This course will make use of a mixture of formal lecturing, and in-class discussion.

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

| Type               | Author or description | Title and publication/access details                                                                                                                                                                       | Year |
|--------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Book for review | Hoggan, J.            | I'm right and you're an idiot (2 <sup>nd</sup> ed.)/ New Society                                                                                                                                           | 2019 |
| 2. Journal Article | Bandura A.            | Selective moral disengagement in the exercise of moral agency/ Journal of Moral                                                                                                                            | 2002 |
| 3. Journal Article | Hardin, J.            | The tragedy of the commons / Science                                                                                                                                                                       | 1968 |
| 4. Journal Article | Whitmarsh, L.         | Behavioural responses to climate change: Asymmetry of intentions and impacts/ Journal of Environmental Psychology                                                                                          | 2009 |
| 5. Article         | Wang, X               | The role of future orientation, cultural worldviews, and collective efficacy in the American public's climate change attitudes and policy support. <i>International Journal of Public Opinion Research</i> | 2018 |

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

None

**Course Content and Topics**

- Introduction
- Psychological effects of scarcity
- Moral engagement and disengagement
- Effects of environmental conditions on people
- Tragedies of the commons
- Values, Indigenous perspectives, and religious approaches to conservation
- Educational approaches to conservation and incentives
- Community management of the commons
- Perceptual and cognitive processes
- Points of intervention

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 368: Political Psychology**

*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:**

These are minor changes on the occasion of the 6-year review, including updating to reflect current UEC standards and minor changes in the way the course has come to be taught in the past few years. The calendar description has been updated to reflect student activity in the course. We have updated the typical texts to include more recent journal articles and have changed/added topics to better reflect the focuses of political psychology in recent years (including more clearly identifying content covered on emotion, identity, and social movements). Learning outcomes have been expanded to reflect PLO's and to address issues of equity, diversity, and inclusion.

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

Learning outcomes have been added as there were only 3 before. All learning outcomes for the course align well with program learning outcomes for the psychology major program. For example, because this course is extensively grounded in the primary literature, all learning outcomes align well with PLO 1: "Students will be able to identify psychological issues, develop positions on these issues, and critically evaluate evidence for and against these positions, when reading psychological literature." Furthermore, since learning outcomes are addressed by the term paper, the outcomes also align with PLO 3: "Students will be familiar with multiple sources of psychological research and other scholarly works"

including primary research journals, secondary text sources, on-line writing, and non-print media. They will gain this familiarity both by being presented with sources important in the history of psychology and by actively pursuing multiple sources through investigations of topics of their own individual interest.”

Additionally, course learning outcomes align well with the Institutional Learning Outcomes. Students will demonstrate informational competency (ILO 1) and critically analyze (ILO 2) political-psychological theories. They will further develop their written and oral communication strategies (ILO 5), and will discuss complex, politically charged topics in a respectful and professional manner (ILO 8). Examples of political phenomenon drawn from both within Canada and beyond will prepare students to participate in both their regional and global communities (ILO 9).

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

This course can be taken for credit toward a Political Science Major. It is not anticipated that these modifications will affect that program in any material way.

5. **Which program areas have been consulted about the change(s)?** Political Science.
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 \(UNDRIP\)](#).**

Multiple topics in this course are directly relevant to Indigenous issues. First, this course discusses intergroup relations, including both tolerance/acceptance and intergroup conflict. Examples are drawn from both global and domestic contexts, including discussion of Indigenous groups. As a second (intertwined) topic, this course examines social capital and the varying levels of power that different groups historically hold; historic inequities in the treatment and subsequent social capital of Indigenous groups may thus be highlighted. Third, this course discusses the formation of social movements and other forms of political engagement (and the barriers to political engagement), including how social identities often motivate political involvement; example social movements may include the #IdleNoMore movement, which brought attention to ongoing Indigenous struggles in Canada.

This course also includes oral communication and group discussion, either informally or as a part of required assessments, in alignment with Indigenous ways of sharing knowledge.

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

Topics in this course, including intergroup relations, tolerance/acceptance, social capital, the role of social identities, and the formation of social movements, all support the principles of EDI. For example, discussion of social movements may include #BLM, #LoveIsLove, or #MeToo. Additionally, examples of political phenomenon are selected from local, national, and global stages, supporting both understanding of the region and internationalization. Course readings are written by a wide range of authors, who hold a wide variety of ethnic/national/gender identities.

This course does not use a textbook which means there is no additional financial cost for students enrolled in the courses. Assessments are spread across exams, written assignments, and (dependent on instructor) oral debates. Furthermore, students have flexibility in selecting the topics that they choose to explore for some of their assignments, which allows them to explore topics and research that they are most interested in.

8. **If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)** N/A
9. **Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):** \$0



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 368                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Political Psychology<br><b>Course Short Title:</b> Political Psychology                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Surveys the interdisciplinary field of political psychology. Students will apply psychological concepts—drawn from personality theory, cognition, and group dynamics—to understand political phenomena. Students reflect on how psychological theory can be used to understand current and historic political events.                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | 45 university-level credits including two of the following: PSYC 101, PSYC 102, POSC 100, POSC 110, POSC 120, or POSC 230.                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PSYC 491F</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                        |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                              |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> December 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 psychological concepts from personality theory, cognition, the study of emotions and attitude, and group dynamics to help understand current and historic political phenomena.
2. Discuss political psychological theorizing about leadership, voting, social movements, security issues, nationalism, and social capital.
3. Analyze political ideology from a psychological perspective.
4. Use psychological theory to explain intergroup conflict and tolerance (e.g., race relations).
5. Evaluate the separate roles played by person variables and situation variables in evoking political behaviour.
6. Critically analyze political communication from a psychological perspective.
7. Reflect on how identities (including gender and ethnicity) influence people's access to and involvement in political institutions.

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

|              |     |                |     |   |
|--------------|-----|----------------|-----|---|
| Final exam:  | 35% | Quizzes/tests: | 30% | % |
| Assignments: | 30% | Project:       | 5%  | % |

**Details:**

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

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

May include lectures, seminars, videos, individual or group projects.

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

| Type       | Author or description                                                                 | Title and publication/access details                                                                                                              | Year |
|------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Journal | Feinberg, M. & Willer, R.                                                             | Moral reframing: A technique for effective and persuasive communication across political divides / Personality Psychology Compass                 | 2019 |
| 2. Journal | Raynauld, V., Richez, E., & Morris, K. B.                                             | Canada is #IdleNoMore: Exploring dynamics of Indigenous political and civic protest in the Twitterverse / Information, Communication, and Society | 2018 |
| 3. Journal | Petersen, M. B., & Laustsen, L.                                                       | Dominant leaders and the political psychology of followership / Current Opinion in Psychology                                                     | 2020 |
| 4. Journal | Doosje, B., Moghaddam, F. M., Kruglanski, A. W., de Wolf, A., Mann, L., Feddes, A. R. | Terrorism, radicalization and deradicalization / Current Opinion in Psychology                                                                    | 2016 |
| 5. Journal | Mutz, C.C.                                                                            | The consequences of cross-cutting networks for political participation                                                                            | 2002 |

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

No special materials required.

**Course Content and Topics**

- Chimpanzee politics
- Processes of decision-making (game theory, rationality, heuristics)
- Personality and political orientation
- Emotion and moralization
- Voting and political engagement
- Social identities and the formation of social movements
- Political psychology of groups and polarization
- Political leaders (leadership styles, gender roles)
- Media and misinformation
- Race, ethnicity, and intergroup relations
- Political extremism and terrorism
- Security and conflict
- Social capital

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 386: Social Psychology**

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

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

2. **Rationale for change:** A course review was due; we used this opportunity to make minor revisions to the learning outcomes, increasing their clarity and including participation/reflection activities where students apply content to their own community/cultural experiences. The calendar description now reflects active voice.
3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):** N/A
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** No
5. **Which program areas have been consulted about the change(s)?** 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 \(UNDRIP\)](#).**  
 Across multiple topics, the role of culture is discussed—highlighting that there are various perspectives or lenses through which we can approach psychological/group phenomena forcing reflection on the extent to which our social psychology knowledge is primarily based on a European/Western perspective. Some “First Peoples Principles of Learning” are also considered: content, for example, is often connected to various local and national stories or events (specific

principle: “learning is embedded in memory, history, and story”) to enrich student understanding. Further, the course covers evidence suggesting that our perceptions/cognitions are dependent on the extent to which we view ourselves as connected or not to others and students often work together in groups to present research to the class [specific principle: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)”]. Throughout the course, students are also encouraged to connect the content to their own lives and experiences, as well as apply the material to explain real-world phenomena and improve group functioning (e.g., within their own community, in groups they’ve volunteered with, etc), consistent with the principles “Learning requires exploration of one’s identity” and “Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.”

7. **How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?** Students have flexibility in topic and delivery method for final assignments (e.g., paper, presentation) acknowledging diverse interests, styles, and strengths, and - across many weeks - engage in reflection regarding the extent to which course content can be applied to their own lives, identities, and cultural backgrounds. Course content is generally provided through Blackboard with enough information in the slides/PDFs and in assigned videos, ensuring materials are accessible in multiple formats (e.g., video transcripts can be downloaded, video speed can be adjusted, captions can be provided in multiple languages).
8. **If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.** N/A
9. **Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):** ~\$80 for the course digital textbook.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 386                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Psychology of Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Social Psychology of Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Department (or program if no department):</b> Psychology            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides broad overview of social psychology of groups, focusing on theory, methodology, and findings applied to group cohesion, development, power, leadership, and performance. Students integrate and apply course content and emerging research findings to explain group-related phenomena.                                                                                                                                                                               |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45 university-level credits including PSYC 101 and PSYC 102.           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | NONE                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NONE                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>N/A</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                             |                                                                        | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |                                                                        | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                    |                                                                        | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                        | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        | <b>Date of meeting:</b> December 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 group formation, influence, performance, and conflict processes using relevant theories from the field.
2. Synthesize recent findings from the literature regarding these various processes.
3. Apply course material and these findings to explain real world group behavior.
4. Critically evaluate recent group psychology findings to identify limitations or gaps in knowledge.
5. Generate testable research questions about groups and group behavior.
6. Identify cultural factors and alternative perspectives that may modify/explain group-related phenomena.
7. Reflect on group-related processes evident in one's own life, local/community, and/or cultural experiences.

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

|                |     |          |     |              |    |
|----------------|-----|----------|-----|--------------|----|
| Final exam:    | 25% | Project: | 25% | Assignments: | 6% |
| Quizzes/tests: | 44% |          | %   |              | %  |

**Details:**

Assignments may include participation and reflection.

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

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

May include lectures, videos (e.g., news/social media), in-class exercises.

**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 | Forsyth & Donelson    | Group Dynamics/Brooks & Cole         | 2019 |
| 2.          |                       |                                      |      |
| 3.          |                       |                                      |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

**Course Content and Topics**

- Research methods
- Group inclusion/exclusion and group identity
- Group structure
- Group cohesion and development
- Influence (majority and minority) within groups
- Group/team performance
- Power within groups
- Group leadership
- Inter- and intra-group relations
- Group decision making
- Group conflict

**Memo for Course Changes**

To: UEC and Senate

From: Dr. Andrea Hughes, Head, Psychology Department

Date:

**Subject: Proposal for revision of PSYC 460: Social Cognition**

*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:** Changes to the calendar description were updated to include that students apply concepts from the course to current world issues. Resources were updated to include **newer** sources; in this course we make use of some older foundational articles as well as new articles that reflect current issues. The list of topics was changed slightly to more accurately reflect course content. Learning outcomes were revised to reflect student activity and Indigenization.
3. **If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):** N/A as there are no substantial changes.
4. **Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?** N/A
5. **Which program areas have been consulted about the change(s)?** None
6. **In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)?** Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

Several units are directly relevant to Indigenous issues. These relevancies are drawn out particularly explicitly in the unit on stereotyping. The unit on the self also covers content related to Indigenous issues. Throughout the course, the importance of cultural perspectives is discussed. Indigenous ways

of learning are included in the course through the assignments; students are asked to reflect weekly on the readings and write about their own personal experiences and interpretations of the material. Students are encouraged to share their experiences in the class discussions. In addition, for the written paper in the course, students are welcomed to select any topic as it relates to the course, and they have choice in whether they review the literature on their topic or propose a study to investigate their topic.

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

This course reflects principles of EDI in a variety of ways. Students and instructors sit in an inclusive formation, encouraging equity. Assessments for this course are varied and encourage students to examine and reflect upon aspects of the content from their own perspectives and individual experiences. Resources required for this course are available through the UFV Library databases or are posted on the course Blackboard site, resulting in no additional cost for 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. N/A**

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

No cost. All materials are available online through the UFV Library databases or are posted on the course Blackboard site.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2014  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 460                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Cognition                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Social Cognition                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>This seminar course examines issues in social cognition, a field which uses the methods of cognitive psychology to examine social phenomena. Topics include the self, goals, social rejection, stereotypes, and implicit cognition. Students will apply topics to current social issues.                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | PSYC 202 and one of PSYC 325 or PSYC 360.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                    |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>PSYC 491Q</b><br>Cross-listed with: <b>N/A</b><br>Equivalent course(s): <b>N/A</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> December 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 discuss a variety of findings from the social cognition literature.
2. Critique methodology used in the social cognition literature.
3. Generate ideas for alternative methodologies to test hypotheses about social cognitive behaviour.
4. Apply findings from the social cognition literature to patterns of diverse real-world social behaviour, including Indigenous issues.
5. Demonstrate independence in critical thinking through self-reflective practice.
6. Communicate clearly, both in written and oral form, theoretical and applied concepts from a broad social cognition literature.

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

|                |     |   |   |
|----------------|-----|---|---|
| Quizzes/tests: | 40% | % | % |
| Assignments:   | 60% | % | % |

**Details:**

Assignments consist of 20 thought papers @1% each (20%), one major paper (30%), and a class presentation (10%).

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

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

This course is predominantly discussion based. Students will read several articles in advance of each class, write a short thought paper about those articles, and discuss the articles thoroughly during the class itself.

**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   |                                             |                                                                                                                                                |      |
| 2. Other   | Augoustinos, M., Walker, I., & Donaghue, N. | Social Cognition: An Integrated Introduction (3 <sup>rd</sup> Edition). (Chapter 1 provided). Sage Publications Ltd. Thousand Oaks, California | 2014 |
| 3. Article | Nisbett, R. E., & Wilson, T. D.             | Telling more than we can know: Verbal reports on mental processes. Psychological Review, 84, 231-259.                                          | 1977 |
| 4. Article | Hinton, P.                                  | The dangerous tendency to essentialize cultural categories in academic psychology. Theory & Psychology, 30, 383-388.                           | 2020 |
| 5. Article | Brusa, A., Bordone, G., & Proverbio, A.M.   | Measuring implicit mental representations related to ethnic stereotypes with ERP's: An exploratory study. Neuropsychologia, 155.               | 2021 |

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

- Introduction
- Self
- Goals and social rejection
- Stereotypes
- Attribution theory
- Social contracts
- Heuristics
- Religion
- Implicit cognition and implicit biases
- Interactions
- Person perception



# MEMO

**To:** Undergraduate Education Committee Pre-Check Committee

**From:** Candace Stewart-Smith

**CC:** BaoVan Hill, David Warkentin, and Kayla Webster

**Date:** February 9, 2024

**Re:** Incorporating feedback from different consultations on COOP 110 – 160 course outlines

The Centre for Experiential and Career Education (CECE) met with various key stakeholders in finalizing our proposed updates to the COOP 110, COOP 120, COOP 130, COOP 140, COOP 150, and COOP 160 course outlines. To preface the conversation, UFV's COOP courses are accredited by [Co-operative Education and Work-Integrated Learning \(CEWIL\) Canada](#) (the lead organization for work-integrated learning in Canada), and our program must operate within and maintain various [accreditation standards](#).

We consulted with the following persons and committees:

*Faculty/College Curriculum Committees*

- *Applied and Technical Studies;*
- *Arts;*
- *Computing;*
- *Education, Community, and Health Development;*
- *Science*
- *Claire Hay and Lorna Andrews (TLC);*
- *David Johnston (Registrar/UEC Co-Chair), Samantha Hannah (UEC Co-Chair), Amanda Grimson (UEC Assistant);*
- *Amanda Roberts (PLAR)*

*Please note that we shared our course outlines with the School of Business. We were unable to schedule a time to present to the committee and they did not provide any written feedback. We did not meet with Health Sciences as there are currently no Co-op programs in this faculty.*

Here is a summary of the feedback that we received and how we have incorporated the feedback:

- The biggest takeaway was concern about granting credit for same learning over all courses i.e., repeated learning outcomes).
  - o Response: We revised the approach of the COOP courses from the previous structure of identical learning outcomes to showing the progression of learning by laddering the learning outcomes for COOP110/120/130. We have chosen to repeat the learning outcomes for COOP 130, COOP 140, COOP



150, and COOP 160. The individual course memos describe in more detail the rationale for this approach.

- A question was raised about granting PLAR for COOP 110 (e.g. How would we assess students' previous jobs that were not embedded within their academic program?)
  - o Response: Our [accreditation](#) allows for and provides guidelines on crediting previous work experience, up to a maximum of 2 work terms. We chose to allow PLAR for COOP 110 as it supports accessibility in joining the Co-op program, e.g., for mature learners who may have prior meaningful work experience related to their academic studies. Assessment would require a written student reflection and an employer evaluation from the prior work experience. The work experience must have been completed after an academic term.
- One question posed was around why are there 6 COOP courses?
  - o Response: Our aim is to update the 6 COOP courses that are currently offered. With that said, there have been a few students who completed 5 COOP work terms.
- There was a question on why the supervision hours were removed from the "Typical Structure of Instructional Hours".
  - o Response: The 420 hours of work are fully supervised by the employer. No supervision is required outside of the working hours.
- Concerns were raised about accessibility for Indigenous students with all the courses at a 100-level, as this could influence band funding requirements, particularly for students during their upper-level years of study. Other feedback received suggested that the course numbers be scaffolded to represent the increased learning.
  - o Response: It is imperative that we remove barriers for Indigenous students to access the Co-op program. We see this as a second step to our process as it will require further consultation to change course numbering. As there is already some support from different curriculum committees to consider laddering the course numbers, we anticipate returning to UEC within the next year or two to propose these changes.
- Lack of clarity for Indigenization in the course outlines was noted. It was agreed that the information in the original memo was well-intentioned but that there was no reflection in the course outlines.
  - o Response: The addition of a learning outcome specifically aimed at Indigenization arose from these comments, along with how the outcome will be assessed.
- It was suggested to consider resources to support students during a work term itself, specifically in areas of Indigenization and EDI.
  - o Response: The current recommended resource was included as a result of these comments.



- There was concern about how assessment of learning outcomes occurs when the primary focus of a Co-op work term is the hours completed and employer supervision (e.g. How is an employer qualified to assess transfer of knowledge?).
  - o Response: Additional clarification was provided in the “Typical Instructional Methods” section, specifically about the role of the employer/supervisor in developing a focus for a work term that includes the integration of academic knowledge and skills into the workplace. This is [common practice](#) (2.2 and 2.6, p.2; 5.1 – 5.4, p.3 – 4) in CEWIL-accredited Co-op programs.
- The consultation process also highlighted important institutional conversations about Co-op at UFV (as examples, how many COOP credits should be granted within academic programs, and the number of credits granted for 420 hours of work). We recognize that these are important strategic discussions, but our immediate priority is to update the courses as an important step within a much larger process of Co-op program development as it relates to the strategic directions of WIL at UFV. In the current structure of the Co-op program, it is up to academic programs to decide how to incorporate COOP credits into their programs.
  - o Response: We welcome further collaboration in exploring ways of how COOP courses can enhance academic programs.
  - o Response: The Co-op program recognizes UFV’s commitment to COOP/Work-Integrated Learning by going above and beyond many institutions to award academic credit for Co-op courses. Awarding academic credit is one of the tangible ways of demonstrating institutional commitment as reflected in [CEWIL’s accreditation standards for institutional commitment](#) (D. 1.6, p. 7) which is required for accreditation/re-accreditation.

This is a high-level summary of the feedback received and associated responses. We look forward to your feedback.

Best Regards,

Candace Stewart-Smith (on behalf of the Co-op team)

**Memo for Course Changes**

To: Undergraduate Education Committee (UEC)

From: Candace Stewart-Smith, Director, CECE

Date: February 9, 2024

**Subject: Proposal for revision of COOP 110**

*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:

- *COOP 110 was implemented in Winter 2004 and to our knowledge, has never been reviewed. Since then, UFV's Co-op programs were accredited by what is now known as [Co-operative Education and Work Integrated Learning \(CEWIL\) Canada](#), with our most recent re-accreditation in February 2023. The COOP courses need to meet certain [standards](#) to maintain our accreditation. One of the standards is that the [work term](#) is a minimum of 12 weeks and/or 420 hours full-time, paid experience. To align with our accreditation standards, we have reflected this change in the hours in the outlines.*
- *The course title and calendar description were shortened for clarity – students will have a clear indication what they will do when they enrol in the course.*
- *The learning outcomes were revised to clearly express what students will be able to do when they successfully complete the course. The outcomes have been re-defined to reflect the goals of the Co-op program (as per [CEWIL accreditation standards and Co-operative Education Definition](#)) and alignment with UFV's ILOs. COOP 110 is 1 of 6 COOP courses that originally all shared the same learning outcomes. However, our consultations with faculties/college curriculum committees clearly expressed the need to distinguish the learning between courses so that students are not getting credit for engaging in the same learning from term to term. Along with the learning outcomes in the other COOP courses*

*(COOP 120 & COOP 130/140/150/160), this course reflects growth in learning through the 3 work terms required for the COOP designation.*

- *Resource materials used in the courses have been included.*
- *PLAR was originally offered for COOP 110 and we will continue to offer PLAR for this course. The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace within their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. However, we wish to encourage students to join the program so are open to discussing their prior experiences that may equate to a first co-op work term. Our accreditation provides guidelines on how to [credit previous work experience](#) as a valid work term, for up to a maximum of 2 work terms.*

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

*We have mapped the updated COOP 110 LOs to demonstrate how they align with UFV ILOs.*

| <b>COOP 110 LOs</b>                                                                              | <b>UFV ILOs</b>                                                                   |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. Identify the expectations of a full-time work experience                                      | 8. Engage in respectful and professional practices                                |
| 2. Discover personal gifts and areas for learning related to career readiness                    | 6. Pursue self-motivated and self-reflective learning                             |
| 3. List learning goals for career education experiences                                          | 6. Pursue self-motivated and self-reflective learning                             |
| 4. Explore future career options                                                                 | 6. Pursue self-motivated and self-reflective learning                             |
| 5. Name the complexities within the workplace experience                                         | 2. Analyze critically and imaginatively                                           |
| 6. Explain how disciplinary knowledge and skills connect between the classroom and the workplace | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently |
| 7. Follow the requirements of responsible, inclusive, and responsive workplace practices         | 8. Engage in respectful and professional practices                                |
| 8. Recognize the Indigenous people and land of the work term location                            | 9. Contribute regionally and globally                                             |

*The updated LOs also reflect [CEWIL accreditation standards](#) (4.1 – 4.6, p.3) by focusing on learner-centered outcomes that incorporate hands-on work experience with personal and critical reflection on career development and the integration of knowledge and skills.*

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)? *Faculty/College Curriculum Committees (Applied and Technical Studies, Arts, Computing, Education, Community, and Health Development, and Science), Claire Hay (TLC), Lorna Andrews (TLC), David Johnston (Registrar and UEC), Samantha Hannah (UEC), Amanda Grimson (UEC), and Amanda Roberts (PLAR).*
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 following outlines ways in which this course contributes to Indigenization at UFV:*

- *Learning outcome #8 reflects the incorporation of Indigenization. The ways in which students demonstrate how they meet this outcome will be woven into the learning goals and work term reflective assignments This learning outcome supports efforts of reconciliation within the TRC Calls to Action and DRIPA.*
- *Students completing the final work term reflective assignment will have the opportunity to demonstrate their learning in ways that are meaningful to themselves, providing opportunity to discover and share their gifts as part of their work term. This personalized learning reflects the values and practices of holistic learning and assessment in UFV's approach to Indigenization of teaching and learning.*
- *Through relational connection, site visits support student wellbeing and encourage them to discover the ways their giftedness contributes to a meaningful work experience. These connections reflect the relationality of holistic education and the Indigenizing Our Academy commitment to supports students to see and value their giftedness.*
- *There is opportunity for partnership with various Indigenous agencies (e.g. Stó:lō Aboriginal Skills & Employment Training) that contributes to UFV's strategic plan to build community in ways that reflect the priorities of the TRC Calls to Action and DRIPA.*

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

*The following outlines ways in which the COOP courses reflect EDI principles:*

- *Learning outcome #7 addresses how students can engage EDI during their work term. The ways in which students demonstrate how they meet this outcome will be incorporated into the site visits, supervisor evaluation, and work term reflective assignments.*
- *During site visits and the final work term assignment, students reflect critically on how they embody inclusivity in the workplace.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
*Transportation to/from work location (if opportunity is not remote)*

**CWC comment and response (applies to all COOP courses):**

Pre-Check appreciates that assessment of the learning outcomes has been addressed in the summary memo, but the response regarding instructional methods (page 3 of memo) doesn't exactly address how supervisors and coordinators will ensure that the outcomes are being met. (For example, are work term supervisors prepared to assess the increasing complexity of outcomes in subsequent work terms? Are supervisors provided with a rubric to assist with assessment?)

- *Supervisor evaluation: Learning outcomes will be shared with work-term supervisors, with a corresponding rubric for the supervisor evaluation. Rubrics will be designed for each COOP course with language that reflects the appropriate level of learning as indicated in the learning outcomes. Co-op Coordinators will provide support to work-term supervisors on completing the "Supervisor Evaluation Form" as required.*
- *Co-op Coordinator evaluation: Students will be provided prompts and guiding questions to complete their work term reflective assignments. Each course will have different prompts and guiding questions that connect to the appropriate level of learning indicated by the learning outcomes. The prompts and guiding questions, therefore, should elicit the level of learning required in the course. Co-ordinators will have a rubric to assess learning that reflects the specific learning outcomes for the course completed. Each course will have separate rubrics designed to reflect the appropriate level of learning.*
- *Students: will be provided both supervisor and Co-op Coordinator assessment rubrics in their Co-op Handbook to understand how they will be evaluated and what is required for them to receive a CR for the course.*
- *CR/NCR grades are at the discretion of the Director, CECE, who enters final grades into the system.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2004  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|--|--|--|--|--|--|--------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COOP 110                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Course Full Title:</b> Co-op Work Term I<br><b>Course Short Title:</b> Co-op Work Term I                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Department:</b> Centre for Experiential and Career Education                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Students apply academic knowledge and skills in an approved 12–16-week, full-time, paid work experience within their area of study.                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |            | Acceptance to the Co-operative Education option of the students' academic program.                                                                                                                                                                                                                                                                                                                                                                                                                   |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                         |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>COOP 100/101</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>None</b> |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Experiential (work-integrated learning)</td> <td>420</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>420</b></td> </tr> </table>                                                                   |            | Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 420 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>420</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br><i>We wish to encourage students to join the program so are open to discussing their prior experiences that may equate to a first co-op work term.</i> |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                               | 420        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>420</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                           |            | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                             |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                         |  |

**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 expectations of a full-time work experience.
2. Discover personal gifts and areas for learning related to career readiness.
3. List learning goals for career education experiences.
4. Explore future career options.
5. Name the complexities within the workplace experience.
6. Explain how disciplinary knowledge and skills connect between the classroom and the workplace.
7. Follow the requirements of responsible, inclusive, and responsive workplace practices.
8. Recognize the Indigenous people and land of the work term location.

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

|              |     |                   |     |   |
|--------------|-----|-------------------|-----|---|
| Assignments: | 60% | Field evaluation: | 40% | % |
|              | %   |                   | %   | % |

**Details:**

Co-operative Education experiences are graded on a Credit/No Credit basis. Co-op Coordinators, in consultation with the students' direct supervisors in the workplace, assign the grade when the required number of hours and all required assignments have been completed.

The grade of Credit/No Credit will be based on satisfactory completion of all the following:

Assignments:

- Learning goals plan (20%)
- Work-term reflective assignment (40%)

Field evaluation:

- Completion of hours (10%)
- Supervisor assessment of responsibilities/expectations (30%)

**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.)*

Students must complete a Co-op and Career Education workshop prior to their first co-op work term. The workshop hours are not a part of the Co-op Work Term.

Each work term is unique. The student's work term may be on-site, remote, or blended. While on a work term, the duties and responsibilities are set by the employer/ supervisor according to the job description and contract. Students are expected to work closely with their supervisor to ensure job requirements and performance expectations are clear, achievable, and provide opportunity for integration of academic knowledge and skills.

Focused on a relational approach to assessment, Co-op Coordinators will monitor student success through conversation and feedback on the orientation assignment, site visits, and work term reflective assignment. Co-op coordinators support student wellbeing throughout the work term by encouraging students to discover ways their giftedness contributes to a meaning work integrated learning experience.

**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                | CECE                          | Co-op and Career Education Workbook                                                                                                                                                                        |      |
| 2. Other                | CECE                          | Co-op Handbook                                                                                                                                                                                             |      |
| 3. Online resource      | TMU Experiential Learning Hub | Equity, Diversity, and Inclusion in Practice<br><a href="https://pressbooks.library.torontomu.ca/ediinpractice/">https://pressbooks.library.torontomu.ca/ediinpractice/</a>                                |      |
| 4. Online resource      | WorkBC                        | Career planning resource: <a href="https://www.workbc.ca/plan-career">https://www.workbc.ca/plan-career</a>                                                                                                | 2022 |
| 5. Indigenous knowledge | Robline Davey                 | Indigenous Inclusion in Employment:<br><a href="https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/">https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/</a> | 2023 |

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

Will vary according to employment site. Students may require personal transportation.

**Course Content and Topics**

**Memo for Course Changes**

To: Undergraduate Education Committee (UEC)

From: Candace Stewart-Smith, Director, CECE

Date: February 9, 2024

**Subject: Proposal for revision of COOP 120**

*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:

- *COOP 120 was implemented in Winter 2004 and to our knowledge, has never been reviewed. Since then, UFV's Co-op programs were accredited by what is now known as [Co-operative Education and Work Integrated Learning \(CEWIL\) Canada](#), with our most recent re-accreditation in February 2023. The COOP courses need to meet certain [standards](#) to maintain our accreditation. One of the standards is that the [work term](#) is a minimum of 12 weeks and/or 420 hours full-time, paid experience. To align with our accreditation standards, we have reflected this change in the hours in the outlines.*
- *The course title and calendar description were shortened for clarity – students will have a clear indication what they will do when they enrol in the course.*
- *The learning outcomes were revised to clearly express what students will be able to do when they successfully complete the course. The outcomes have been re-defined to reflect the goals of the co-op program (as per [CEWIL accreditation standards and Co-operative Education Definition](#)) and alignment with UFV's ILOs. COOP 120 is 1 of 6 COOP courses that originally all shared the same learning outcomes. However, our consultations with faculties/college curriculum committees clearly expressed the need to distinguish the learning between courses so that students are not getting credit for engaging in the same learning from term to term. Along with the learning outcomes in the other COOP courses*

*(COOP 110 & COOP 130/140/150/160), this course reflects growth in learning through the 3 work terms required for the COOP designation.*

- *Resource materials used in the courses have been included.*
- *PLAR for originally offered for COOP 120, however we will not continue to offer PLAR for this course. The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace within their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. Even though our accreditation allows for [crediting previous work experience](#) to a maximum of 2 work terms, we believe receiving credit for a second term will not be beneficial to the student in incorporating their current learning in the workplace and bringing that learning back to the classroom.*

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

*We have mapped the updated COOP 120 LOs to demonstrate how they align with UFV ILOs.*

| <b>COOP120 LOs</b>                                                                                      | <b>UFV ILOs</b>                                                                   |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1. Fulfil the responsibilities of a full-time work experience                                           | 8. Engage in respectful and professional practices                                |
| 2. Practice self-reflection in the process of developing career readiness                               | 6. Pursue self-motivated and self-reflective learning                             |
| 3. Construct learning goals for career education experiences                                            | 6. Pursue self-motivated and self-reflective learning                             |
| 4. Assess future career opportunities                                                                   | 6. Pursue self-motivated and self-reflective learning                             |
| 5. Perform critical reflection on workplace experience                                                  | 2. Analyze critically and imaginatively                                           |
| 6. Apply disciplinary knowledge and skills from the classroom to the workplace                          | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently |
| 7. Engage in responsible, inclusive, and responsive workplace practices                                 | 8. Engage in respectful and professional practices                                |
| 8. Relate work experience to the priorities of the Indigenous people and land of the work term location | 9. Contribute regionally and globally                                             |

*The updated LOs also reflect [CEWIL accreditation standards](#) (4.1 – 4.6, p.3) by focusing on learner-centered outcomes that incorporate hands-on work experience with personal and critical reflection on career development and the integration of knowledge and skills.*

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)? *Faculty/College Curriculum Committees (Applied and Technical Studies, Arts, Computing, Education, Community, and Health Development, and Science), Claire Hay (TLC), Lorna Andrews (TLC), David Johnston (Registrar and UEC), Samantha Hannah (UEC), Amanda Grimson (UEC), and Amanda Roberts (PLAR).*
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 following outlines ways in which the COOP courses contribute to Indigenization at UFV:*

- *Learning outcome #8 reflects the incorporation of Indigenization. The ways in which students demonstrate how they meet this outcome will be woven into the learning goals and work term reflective assignments This learning outcome supports efforts of reconciliation within the TRC Calls to Action and DRIPA.*
- *Students completing the final work term reflective assignment will have the opportunity to demonstrate their learning in ways that are meaningful to themselves, providing opportunity to discover and share their gifts as part of their work term. This personalized learning reflects the values and practices of holistic learning and assessment in UFV's approach to Indigenization of teaching and learning.*
- *Through relational connection, site visits support student wellbeing and encourage them to discover the ways their giftedness contributes to a meaningful work experience. These connections reflect the relationality of holistic education and the Indigenizing Our Academy commitment to supports students to see and value their giftedness.*
- *There is opportunity for partnership with various Indigenous agencies (e.g. Stó:lō Aboriginal Skills & Employment Training) that contributes to UFV's strategic plan to build community in ways that reflect the priorities of the TRC Calls to Action and DRIPA.*

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

*The following outlines ways in which the COOP courses reflect EDI principles:*

- *Learning outcome #7 addresses how students can engage EDI during their work term. The ways in which students demonstrate how they meet this outcome will be incorporated into the site visits, supervisor evaluation, and work term reflective assignments.*
- *During site visits and the final work term assignment, students reflect critically on how they embody inclusivity in the workplace.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. *N/A*)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):  
*Transportation to/from work location (if opportunity is not remote)*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COOP 120                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Co-op Work Term II                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Co-op Work Term II                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Department:</b> Centre for Experiential and Career Education                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students apply academic knowledge and skills in an approved 12–16-week, full-time, paid work experience within their area of study.                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | COOP 110.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>COOP 200/201</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                         |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>None</b> |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Experiential (work-integrated learning)</td> <td style="width: 20%; text-align: center;">420</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>420</b></td> </tr> </table> |            | Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 420 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>420</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace to their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 420        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>420</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                   |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

**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. Fulfil the responsibilities of a full-time work experience.
2. Practice self-reflection in the process of developing career readiness.
3. Construct learning goals for career education experiences.
4. Assess future career opportunities.
5. Perform critical reflection on workplace experience.
6. Apply disciplinary knowledge and skills from the classroom to the workplace.
7. Engage in responsible, inclusive, and responsive workplace practices.
8. Relate work experience to the priorities of the Indigenous people and land of the work term location.

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

|              |     |                   |     |   |
|--------------|-----|-------------------|-----|---|
| Assignments: | 60% | Field evaluation: | 40% | % |
|              | %   |                   | %   | % |

**Details:**

Co-operative Education experiences are graded on a Credit/No Credit basis. Co-op Coordinators, in consultation with the students' direct supervisors in the workplace, assign the grade when the required number of hours and all required assignments have been completed.

The grade of Credit/No Credit will be based on satisfactory completion of all the following:

Assignments:

- Learning goals plan (20%)
- Work-term reflective assignment (40%)

Field evaluation:

- Completion of hours (10%)
- Supervisor assessment of responsibilities/expectations (30%)

**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.)*

Students must complete a Co-op and Career Education workshop prior to their first co-op work term. The workshop hours are not a part of the Co-op Work Term.

Each work term is unique. The student's work term may be on-site, remote, or blended. While on a work term, the duties and responsibilities are set by the employer/ supervisor according to the job description and contract. Students are expected to work closely with their supervisor to ensure job requirements and performance expectations are clear, achievable, and provide opportunity for integration of academic knowledge and skills.

Focused on a relational approach to assessment, Co-op Coordinators will monitor student success through conversation and feedback on the orientation assignment, site visits, and work term reflective assignment. Co-op coordinators support student wellbeing throughout the work term by encouraging students to discover ways their giftedness contributes to a meaning work integrated learning experience.

**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                | CECE                          | Co-op and Career Education Workbook                                                                                                                                                                        |      |
| 2. Other                | CECE                          | Co-op Handbook                                                                                                                                                                                             |      |
| 3. Online resource      | TMU Experiential Learning Hub | Equity, Diversity, and Inclusion in Practice<br><a href="https://pressbooks.library.torontomu.ca/ediinpractice/">https://pressbooks.library.torontomu.ca/ediinpractice/</a>                                |      |
| 4. Online resource      | WorkBC                        | Career planning resource: <a href="https://www.workbc.ca/plan-career">https://www.workbc.ca/plan-career</a>                                                                                                | 2022 |
| 5. Indigenous knowledge | Robline Davey                 | Indigenous Inclusion in Employment:<br><a href="https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/">https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/</a> | 2023 |

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

Will vary according to employment site. Students may require personal transportation.

**Course Content and Topics**

**Memo for Course Changes**

To: Undergraduate Education Committee (UEC)

From: Candace Stewart-Smith, Director, CECE

Date: February 9, 2024

**Subject: Proposal for revision of COOP 130, COOP 140, COOP 150, COOP 160**

*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:

- *COOP 130, 140, 150 and 160 were implemented in Winter 2004 and to our knowledge, has never been reviewed. Since then, UFV's Co-op programs were accredited by what is now known as [Co-operative Education and Work Integrated Learning \(CEWIL\) Canada](#), with our most recent re-accreditation in February 2023. The COOP courses need to meet certain [standards](#) to maintain our accreditation. One of the standards is that the [work term](#) is a minimum of 12 weeks and/or 420 hours full-time, paid experience. To align with our accreditation standards, we have reflected this change in the hours in the outlines.*
- *The course title and calendar description were shortened for clarity – students will have a clear indication what they will do when they enrol in the course.*
- *The learning outcomes were revised to clearly express what students will be able to do when they successfully complete the course. The outcomes have been re-defined to reflect the goals of the co-op program (as per [CEWIL accreditation standards and Co-operative Education Definition](#)) and alignment with UFV's ILOs. COOP 130, COOP 140, COOP 150, and COOP 160 courses are 4 of 6 COOP courses that originally all shared the same learning outcomes. However, our consultations with faculties/college curriculum committees clearly expressed the need to distinguish the learning between courses so that students are not getting credit for engaging in the same learning from term to term. Along with the learning*

outcomes in the other COOP courses (COOP 110 & COOP 120), these courses reflect growth in learning through the 3 work terms required for the COOP designation.

- Why does laddering learning outcomes stop at COOP130? Based on [CEWIL accreditation program matrix length](#), students in degree programs are required to complete at least 3 work terms to receive the COOP designation; for 2-year diploma programs, work terms must be at least 25% of the time spent in academic study (typically 2 work terms for diploma students). The COOP designation is represented on students' transcripts and parchments. Since a maximum of 3 terms is required for the designation, we have laddered the learning for the first 3 courses, i.e., COOP 110, COOP 120, and COOP 130, and have for now, kept the learning outcomes for COOP 140, COOP 150, and COOP 160 the same as COOP 130. Our initial aim is to update these outlines that have not been updated in 20 years. This will bring clarity to students, employers, and the UFV community of the learning and evaluation within the COOP program. Once these outlines have been updated, CECE will continue our consultations around laddering of learning outcomes and course levels of COOP courses.
- Resource materials used in the courses have been included.
- PLAR was originally offered for COOP 130, COOP 140, COOP 150, and COOP 160 however we will no longer continue to offer PLAR for these courses. The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace within their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. Aside from our belief that receiving credit for subsequent terms will not be beneficial to the student in incorporating their current learning in the workplace and bringing that learning back to the classroom, our accreditation does not allow for [crediting previous work experience](#) for more than 2 work terms.

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

*We have mapped the updated COOP 130, COOP 140, COOP 150, and COOP 160 ILOs to demonstrate how they align with UFV ILOs.*

| COOP130/140/150/160 LOs                                       | UFV ILOs                                                                            |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1. Adapt to the demands of a full-time work experience        | 8. Engage in respectful and professional practices                                  |
| 2. Formulate a plan for career readiness                      | 6. Pursue self-motivated and self-reflective learning                               |
| 3. Articulate learning goals for career education experiences | 5. Communicate effectively<br>6. Pursue self-motivated and self-reflective learning |

|                                                                                                           |                                                                                                    |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 4. Plan for future career directions                                                                      | 6. Pursue self-motivated and self-reflective learning                                              |
| 5. Apply critical reflection practices to workplace experiences and situations                            | 2. Analyze critically and imaginatively<br>4. Initiate inquiries and develop solutions to problems |
| 6. Integrate disciplinary knowledge and skills from the classroom to the workplace                        | 1. Demonstrate information competency<br>3. Use knowledge and skills proficiently                  |
| 7. Contribute to responsible, inclusive, and responsive workplaces                                        | 7. Engage in collaborative leadership<br>8. Engage in respectful and professional practices        |
| 8. Develop practices to engage the priorities of the Indigenous people and land of the work term location | 9. Contribute regionally and globally                                                              |

The updated LOs also reflect [CEWIL accreditation standards](#) (4.1 – 4.6, p.3) by focusing on learner-centered outcomes that incorporate hands-on work experience with personal and critical reflection on career development and the integration of knowledge and skills.

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)? *Faculty/College Curriculum Committees (Applied and Technical Studies, Arts, Computing, Education, Community, and Health Development, and Science), Claire Hay (TLC), Lorna Andrews (TLC), David Johnston (Registrar), Samantha Hannah (UEC), Amanda Grimson (UEC), and Amanda Roberts (PLAR).*
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 following outlines ways in which the COOP courses contribute to Indigenization at UFV:*

- *Learning outcome #8 reflects the incorporation of Indigenization. The ways in which students demonstrate how they meet this outcome will be woven into the learning goals and work term reflective assignments This learning outcome supports efforts of reconciliation within the TRC Calls to Action and DRIPA.*
- *Students completing the final work term reflective assignment will have the opportunity to demonstrate their learning in ways that are meaningful to themselves, providing opportunity to discover and share their gifts as part of their work term. This personalized learning reflects the*

*values and practices of holistic learning and assessment in UFV's approach to Indigenization of teaching and learning.*

- *Through relational connection, site visits support student wellbeing and encourage them to discover the ways their giftedness contributes to a meaningful work experience. These connections reflect the relationality of holistic education and the Indigenizing Our Academy commitment to supports students to see and value their giftedness.*
- *There is opportunity for partnership with Indigenous agencies (e.g. Stó:lō Aboriginal Skills & Employment Training) that contributes to UFV's strategic plan to build community in ways that reflect the priorities of the TRC Calls to Action and DRIPA.*

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

*The following outlines ways in which the COOP courses reflect EDI principles:*

- *Learning outcome #7 addresses how students can engage EDI during their work term. The ways in which students demonstrate how they meet this outcome will be incorporated into the site visits, supervisor evaluation, and work term reflective assignments.*
- *During site visits and the final work term assignment, students reflect critically on how they embody inclusivity in the workplace.*

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A

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

*Transportation to/from work location (if opportunity is not remote)*



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COOP 130                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Co-op Work Term III                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Co-op Work Term III                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Department:</b> Centre for Experiential and Career Education                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students apply academic knowledge and skills in an approved 12–16-week, full-time, paid work experience within their area of study.                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | COOP 120.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>COOP 300/301</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                         |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>None</b> |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Experiential (work-integrated learning)</td> <td style="width: 20%; text-align: center;">420</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>420</b></td> </tr> </table> |            | Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 420 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>420</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace to their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 420        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>420</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                   |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

**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. Adapt to the demands of a full-time work experience.
2. Formulate a plan for career readiness.
3. Articulate learning goals for career education experiences.
4. Plan for future career directions.
5. Apply critical reflection practices to workplace experiences and situations.
6. Integrate disciplinary knowledge and skills from the classroom to the workplace.
7. Contribute to responsible, inclusive, and responsive workplaces.
8. Develop practices to engage the priorities of the Indigenous people and land of the work term location.

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

|              |     |                   |     |   |
|--------------|-----|-------------------|-----|---|
| Assignments: | 60% | Field evaluation: | 40% | % |
|              | %   |                   | %   | % |

**Details:**

Co-operative Education experiences are graded on a Credit/No Credit basis. Co-op Coordinators, in consultation with the students' direct supervisors in the workplace, assign the grade when the required number of hours and all required assignments have been completed.

The grade of Credit/No Credit will be based on satisfactory completion of all the following:

Assignments:

- Learning goals plan (20%)
- Work-term reflective assignment (40%)

Field evaluation:

- Completion of hours (10%)
- Supervisor assessment of responsibilities/expectations (30%)

**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.)*

Students must complete a Co-op and Career Education workshop prior to their first co-op work term. The workshop hours are not a part of the Co-op Work Term.

Each work term is unique. The student's work term may be on-site, remote, or blended. While on a work term, the duties and responsibilities are set by the employer/ supervisor according to the job description and contract. Students are expected to work closely with their supervisor to ensure job requirements and performance expectations are clear, achievable, and provide opportunity for integration of academic knowledge and skills.

Focused on a relational approach to assessment, Co-op Coordinators will monitor student success through conversation and feedback on the orientation assignment, site visits, and work term reflective assignment. Co-op coordinators support student wellbeing throughout the work term by encouraging students to discover ways their giftedness contributes to a meaning work integrated learning experience.

**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                | CECE                          | Co-op and Career Education Workbook                                                                                                                                                                        |      |
| 2. Other                | CECE                          | Co-op Handbook                                                                                                                                                                                             |      |
| 3. Online resource      | TMU Experiential Learning Hub | Equity, Diversity, and Inclusion in Practice<br><a href="https://pressbooks.library.torontomu.ca/ediinpractice/">https://pressbooks.library.torontomu.ca/ediinpractice/</a>                                |      |
| 4. Online resource      | WorkBC                        | Career planning resource: <a href="https://www.workbc.ca/plan-career">https://www.workbc.ca/plan-career</a>                                                                                                | 2022 |
| 5. Indigenous knowledge | Robline Davey                 | Indigenous Inclusion in Employment:<br><a href="https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/">https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/</a> | 2023 |

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

Will vary according to employment site. Students may require personal transportation.

**Course Content and Topics**



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COOP 140                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Co-op Work Term IV<br><b>Course Short Title:</b> Co-op Work Term IV                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Department:</b> Centre for Experiential and Career Education                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students apply academic knowledge and skills in an approved 12–16-week, full-time, paid work experience within their area of study.                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | COOP 130.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>COOP 400/401</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                         |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>None</b> |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Experiential (work-integrated learning)</td> <td style="width: 20%; text-align: center;">420</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>420</b></td> </tr> </table> |            | Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 420 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>420</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace to their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 420        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>420</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                   |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

**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. Adapt to the demands of a full-time work experience.
2. Formulate a plan for career readiness.
3. Articulate learning goals for career education experiences.
4. Plan for future career directions.
5. Apply critical reflection practices to workplace experiences and situations.
6. Integrate disciplinary knowledge and skills from the classroom to the workplace.
7. Contribute to responsible, inclusive, and responsive workplaces.
8. Develop practices to engage the priorities of the Indigenous people and land of the work term location.

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

|              |     |                   |     |   |
|--------------|-----|-------------------|-----|---|
| Assignments: | 60% | Field evaluation: | 40% | % |
|              | %   |                   | %   | % |

**Details:**

Co-operative Education experiences are graded on a Credit/No Credit basis. Co-op Coordinators, in consultation with the students' direct supervisors in the workplace, assign the grade when the required number of hours and all required assignments have been completed.

The grade of Credit/No Credit will be based on satisfactory completion of all the following:

Assignments:

- Learning goals plan (20%)
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Field evaluation:

- Completion of hours (10%)
- Supervisor assessment of responsibilities/expectations (30%)

**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.)*

Students must complete a Co-op and Career Education workshop prior to their first co-op work term. The workshop hours are not a part of the Co-op Work Term.

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Focused on a relational approach to assessment, Co-op Coordinators will monitor student success through conversation and feedback on the orientation assignment, site visits, and work term reflective assignment. Co-op coordinators support student wellbeing throughout the work term by encouraging students to discover ways their giftedness contributes to a meaning work integrated learning experience.

**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                | CECE                          | Co-op and Career Education Workbook                                                                                                                                                                        |      |
| 2. Other                | CECE                          | Co-op and Career Education Workbook                                                                                                                                                                        |      |
| 3. Online resource      | TMU Experiential Learning Hub | Equity, Diversity, and Inclusion in Practice<br><a href="https://pressbooks.library.torontomu.ca/ediinpractice/">https://pressbooks.library.torontomu.ca/ediinpractice/</a>                                |      |
| 4. Online resource      | WorkBC                        | Career planning resource: <a href="https://www.workbc.ca/plan-career">https://www.workbc.ca/plan-career</a>                                                                                                | 2022 |
| 5. Indigenous knowledge | Robline Davey                 | Indigenous Inclusion in Employment:<br><a href="https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/">https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/</a> | 2023 |

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

Will vary according to employment site. Students may require personal transportation.

**Course Content and Topics**



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> COOP 150                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Co-op Work Term V                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Co-op Work Term V                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Department:</b> Centre for Experiential and Career Education                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students apply academic knowledge and skills in an approved 12–16-week, full-time, paid work experience within their area of study.                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | COOP 140.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>COOP 500/501</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                         |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>None</b> |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Experiential (work-integrated learning)</td> <td style="width: 20%; text-align: center;">420</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>420</b></td> </tr> </table> |            | Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 420 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>420</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace to their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 420        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
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| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                   |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

**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. Adapt to the demands of a full-time work experience.
2. Formulate a plan for career readiness.
3. Articulate learning goals for career education experiences.
4. Plan for future career directions.
5. Apply critical reflection practices to workplace experiences and situations.
6. Integrate disciplinary knowledge and skills from the classroom to the workplace.
7. Contribute to responsible, inclusive, and responsive workplaces.
8. Develop practices to engage the priorities of the Indigenous people and land of the work term location.

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

|              |     |                   |     |   |
|--------------|-----|-------------------|-----|---|
| Assignments: | 60% | Field evaluation: | 40% | % |
|              | %   |                   | %   | % |

**Details:**

Co-operative Education experiences are graded on a Credit/No Credit basis. Co-op Coordinators, in consultation with the students' direct supervisors in the workplace, assign the grade when the required number of hours and all required assignments have been completed.

The grade of Credit/No Credit will be based on satisfactory completion of all the following:

Assignments:

- Learning goals plan (20%)
- Work-term reflective assignment (40%)

Field evaluation:

- Completion of hours (10%)
- Supervisor assessment of responsibilities/expectations (30%)

**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.)*

Students must complete a Co-op and Career Education workshop prior to their first co-op work term. The workshop hours are not a part of the Co-op Work Term.

Each work term is unique. The student's work term may be on-site, remote, or blended. While on a work term, the duties and responsibilities are set by the employer/ supervisor according to the job description and contract. Students are expected to work closely with their supervisor to ensure job requirements and performance expectations are clearly defined and met. Throughout the work term, the Co-op Coordinator will monitor student success through site visits and professional development assignments.

Focused on a relational approach to assessment, Co-op Coordinators will monitor student success through conversation and feedback on the orientation assignment, site visits, and work term reflective assignment. Co-op coordinators support student wellbeing throughout the work term by encouraging students to discover ways their giftedness contributes to a meaning work integrated learning experience.

**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                | CECE                          | Co-op and Career Education Workbook                                                                                                                                                                        |      |
| 2. Other                | CECE                          | Co-op Handbook                                                                                                                                                                                             |      |
| 3. Online resource      | TMU Experiential Learning Hub | Equity, Diversity, and Inclusion in Practice<br><a href="https://pressbooks.library.torontomu.ca/ediinpractice/">https://pressbooks.library.torontomu.ca/ediinpractice/</a>                                |      |
| 4. Online resource      | WorkBC                        | Career planning resource: <a href="https://www.workbc.ca/plan-career">https://www.workbc.ca/plan-career</a>                                                                                                | 2022 |
| 5. Indigenous knowledge | Robline Davey                 | Indigenous Inclusion in Employment:<br><a href="https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/">https://universitytocareer.pressbooks.tru.ca/chapter/indigenous-inclusion/</a> | 2023 |

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

Will vary according to employment site. Students may require personal transportation.

**Course Content and Topics**



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2004  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|--|--|--|--|--|--|--------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> 160                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Full Title:</b> Co-op Work Term VI                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Course Short Title:</b> Co-op Work Term VI                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty:</b> Choose an item.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Department:</b> Centre for Experiential and Career Education                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Calendar Description:</b><br>Students apply academic knowledge and skills in an approved 12–16-week, full-time, paid work experience within their area of study.                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | COOP 150.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>COOP 600/601</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                         |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): <b>None</b> |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Experiential (work-integrated learning)</td> <td style="width: 20%; text-align: center;">420</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>420</b></td> </tr> </table> |            | Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 420 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>420</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>The Co-op program is designed for students to apply, refine, and extend their classroom learning in the workplace, then refine and extend their learning in the workplace to their subsequent courses. Students enrich their learning by alternating between academic and work terms over their degree. |  |
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| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                   |            | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                   |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> February 9, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |  |  |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

**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. Adapt to the demands of a full-time work experience.
2. Formulate a plan for career readiness.
3. Articulate learning goals for career education experiences.
4. Plan for future career directions.
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6. Integrate disciplinary knowledge and skills from the classroom to the workplace.
7. Contribute to responsible, inclusive, and responsive workplaces.
8. Develop practices to engage the priorities of the Indigenous people and land of the work term location.

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

|              |     |                   |     |   |
|--------------|-----|-------------------|-----|---|
| Assignments: | 60% | Field evaluation: | 40% | % |
|              | %   |                   | %   | % |

**Details:**

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

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**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                | CECE                          | Co-op and Career Education Workbook                                                                                                                                                                        |      |
| 2. Other                | CECE                          | Co-op Handbook                                                                                                                                                                                             |      |
| 3. Online resource      | TMU Experiential Learning Hub | Equity, Diversity, and Inclusion in Practice<br><a href="https://pressbooks.library.torontomu.ca/ediinpractice/">https://pressbooks.library.torontomu.ca/ediinpractice/</a>                                |      |
| 4. Online resource      | WorkBC                        | Career planning resource: <a href="https://www.workbc.ca/plan-career">https://www.workbc.ca/plan-career</a>                                                                                                | 2022 |
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**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Will vary according to employment site. Students may require personal transportation.

**Course Content and Topics**

**Memo for Course Changes**

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

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

Date: December 2023

**Subject: Proposal for revision of POSC 311 Justice and the Good Life**

*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 title, calendar description, prerequisites, learning outcomes, text and resource material, and evaluation methods have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course and to modernize the course by, for example, aligning learning outcomes with UFV's institutional learning outcomes.
- The changes foreground the course themes – justice and the good life – rather than merely highlighting the time-period covered in the course.
- The changes reflect a general shift in the course content away from a previous focus on medieval theology to topics which are more explicitly political. In the revised course, students will read, for example, early feminist theory, specifically Christine de Pizan's *The Book of the City of Ladies*, as well as Plato's *Republic*, arguably the most significant text in the history of political philosophy.
- The prerequisites have been changed to better reflect the courses that will prepare students to have a reasonable chance of success in the course.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
- This course advances all the major institutional learning outcomes at UFV. Specifically, students will 1) demonstrate the information taught in the course in their essay and exams; 2) critically and imaginatively analyze influential texts in the history of political thought in their term papers; 3) use the knowledge taught in the course and the skills of political theory inquiry by questioning metaphysical assumptions and providing normative and critical analyses; 4) initiate inquiries in their papers and develop solutions in their theses; 5) communicate effectively in essays, exams and classroom discussions; 6) pursue self-motivated and self-reflective learning in developing their essay topics; 7) engage collaboratively in class participation; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to contemporary problems in essays and other assignments.
  - In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1) knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of classical, medieval, renaissance and early modern Western political thought, 2) competency in the research methods of the history of political thought, 3) critical thinking skills by having students explore diverse and contradictory normative perspectives, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates in their assignments in class discussions.
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 \(UNDRIP\)](#).

- Most of the course readings are from the time period prior to European colonization of the Americas. However, the final two modules concern the political philosophies of Thomas Hobbes and John Locke respectively. In these modules, the class focus shifts to foundational texts in the development of liberal political thought, which arises during the colonial period and which helped to justify and legitimize colonial expansion. During these modules, we dive into the issue of the link between the writings of Hobbes and Locke and coloniality head on. Specifically, by foregrounding the colonial aspects of foundational concepts of liberal theory which were instrumental in the construction of settler states, the course seeks to problematize and deconstruct common contemporary assumptions which are built into legal and political institutions, and which work to sustain Indigenous dispossession and the settler state. The final modules of this course, thus, seek to expose the colonial aspects of Western thought and political praxis.
- Discussions will take place between students taking the course and the faculty member to allow for oral evaluation of student learning

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

- The course deals with issues of pluralism, diversity, and justice, all of which are central themes of course readings and the questions we ask of them.
- More than that, one of the key political theory texts that is at the centre of this course, is the first major book in Europe written by a woman, for women, about women: Christine de Pizan's *The Book of the City of Ladies*. By studying this text in depth, students grapple with a major work in the history of feminism. Indeed, this book is the first European text to systemically disclose and critique misogyny. A close engagement with this kind of work and a deep examination of the history of sex and gender-based violence and oppression provides students with new tools to consider issues of equity, diversity, and inclusion.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

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

- This is a reading intensive course, where students read classic works of political theory. In total, portions of six books are assigned. However, seeing as the texts covered in this class are some of the most printed in all of history, students have several options regarding text procurement.
- While I make all six required books for this course available for purchase at the university bookstore, editions of each are also available at the UFV library, and are regularly sold at used bookstores. Many are also available for free online.
- If students purchase new copies of each course book, the total for all books is roughly \$120.

**CWC comments and responses:**

- The proposed title (Justice and the Good Life) does not seem to represent the course in a way that will be recognizable across the post-secondary system. “Early Western Political Thought” or similar may be a more accurate course title.

*The title of the course has now been updated to: “Justice and the Good Life: Early Western Political Thought.” The revised title enables us to both highlight course themes and to transparently indicate the time-period covered in the course for prospective students and articulation purposes.*

- The prerequisite change is removing options for students, which will require notice in the calendar prior to implementation. UEC will also need further explanation to support this change. (Have students been unsuccessful with the other prerequisite courses? Has the nature of the course changed such that POSC 120 is specifically required? Can the department provide some data to support this change?)

*The proposed prerequisites have been modified to retain the two PHIL courses as potential pathways. POSC 270 can be removed as it was discontinued in 2012.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** March 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 311                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Justice and the Good Life: Early Western Political Thought                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Early West Political Thought                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the history of Western political thought from Classical Greece through the seventeenth century, covering some of the most influential texts in the history of political philosophy, such as Plato, Aristotle, Christine de Pizan, Niccol Machiavelli, Thomas Hobbes, and John Locke.                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of PHIL 110, PHIL 210, POSC 120, or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>PHIL 371</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze how political theorists approach questions of justice and the good life.
2. Assess the arguments of foundational texts in the history of political thought.
3. Evaluate rival conceptions of justice, freedom, and the good life.
4. Apply classic texts of political thought to contemporary circumstances.
5. Demonstrate critical exegesis of works of political theory.
6. Describe how early Western political thought contributed to processes of colonization.

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

|                   |      |                   |     |                   |     |
|-------------------|------|-------------------|-----|-------------------|-----|
| Assignments:      | 45 % | Final exam:       | 30% | Quizzes/tests:    | 25% |
| [click to select] | %    | [click to select] | %   | [click to select] | %   |

**Details:**

Assignments:

Essay outline: 5%

Essay: 30%

Class participation (class discussion, active listening, and group discussion): 10%

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

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

Lectures, seminars, assigned readings, essays, written and oral feedback on essays.

**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 | Plato                 | The Republic, Hackett                   | 2004 |
| 2. Textbook | Aristotle             | The Politics, Oxford                    | 2009 |
| 3. Textbook | Christine de Pizan    | The Book of the City of Ladies, Hackett | 2018 |
| 4. Textbook | Thomas Hobbes         | Leviathan, Hackett                      | 1994 |
| 5. Textbook | John Locke            | Two Treatises of Government, Cambridge  | 1988 |

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

- Plato's Republic
- Aristotle's Politics
- Christine de Pizan's The Book of the City of Ladies
- Machiavelli's Prince
- Hobbes' Leviathan
- Locke's Two Treatises of Government and Indigenous dispossession

**Memo for Course Changes**

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

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

Date: December, 2023

**Subject: Proposal for revision of POSC 312: Freedom and Equality**

*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 title, calendar description, learning outcomes, text and resource material, and evaluation methods have all been modified to highlight the added inclusion of more diverse perspectives relative to the older version of the course and to modernize the course by, for example, aligning the learning outcomes with UFV's institutional learning outcomes.
- The changes also foreground course themes – freedom and equality – over merely highlighting the time-period covered in the course.
- The changes also reflect an expansion of the perspectives on offer in the course. New additions include feminist political theory and anti-racist/ de-colonial political theory. Specifically, we will be reading Mary Wollstonecraft's ground-breaking feminist text *a Vindication of the Rights of Women* and Franz Fanon's highly influential anti-colonial and anti-racist book, *The Wretched of the Earth*.
- The prerequisites have been modified to better reflect the courses that will prepare students for a reasonable chance of success in the course.

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

- This course advances all the major institutional learning outcomes at UFV. Specifically, students will 1) demonstrate the information taught in the course in their essay and exams; 2) critically and imaginatively analyze modern political thought in their term papers; 3) use the knowledge taught in the course and the skills of political theoretic inquiry by questioning metaphysical assumptions and providing normative and critical analyses of modern political thought; 4) initiate inquiries in their papers and develop solutions in their theses; 5) communicate effectively in essays, exams and classroom discussions; 6) pursue self-motivated and self-reflective learning in developing their essay topics; 7) engage collaboratively in class participation; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to real world problems in their essays.
- In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1), knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of modern political thought, 2) competency in the research methods of the history of political thought, 3) critical thinking skills by having students explore diverse and contradictory normative perspectives, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates in their assignments in class discussions.

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 \(UNDRIP\)](#).

- One of the themes of this course will be to consider questions of coloniality in the history of modern political thought. We will examine how foundational thinkers in the history of Western thought were wrapped up in colonial processes and functioned as legitimizers of colonial dispossession. This will provide insight into the insidious legacies of colonialism in Western political thinking, which carry on to this day.
  - We will also examine important anti-colonial texts and traditions, such as Fanon's *The Wretched of the Earth*.
  - Discussions will take place between students taking the course and the faculty member to allow for oral evaluation of student learning.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course theme – freedom and equality – specifically foregrounds questions of equity, diversity, and inclusion. This course prompts students to consider what freedom and equality mean, from a variety of perspectives and viewpoints, and to consider the relation between these concepts. Some of the central questions this course asks include: Can we be free without equality, and if not, what kind of equality is needed? What is the relation between equality and difference? What does it mean to be free and what is required for more meaningful and expansive forms of freedom? What are the legitimate limits of freedom?
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
- N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- This is a reading intensive course, where students read classic works of modern political thought. Seven books are assigned. However, seeing as the texts covered in this class are some of the most printed in all of history, students have several options regarding text procurement.
  - While I make all seven required books for this course available for purchase at the university bookstore, editions of each are also available at the UFV library, and are regularly sold at used bookstores. Many are also available for free online.
  - If students purchase new copies of each course book, the total for all of them is roughly \$150.

**CWC comments and responses:**

- As with POSC 311, the proposed title (Freedom and Equality) does not appear to accurately reflect the course; Pre-Check recommends choosing a more descriptive title.

*The title of the course has now been updated to: "Freedom and Equality: Modern Political Thought". The revised title enables us to both highlight course themes and to transparently indicate the time-period covered in the course for prospective students and articulation purposes.*

- Same prerequisite comments as for POSC 311.

*The proposed prerequisites have been modified to retain the two PHIL courses as potential pathways. POSC 270 can be removed as it was discontinued in 2012.*



ORIGINAL COURSE IMPLEMENTATION DATE: March 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 312                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Freedom and Equality: Modern Political Thought                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Modern Political Thought                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the history of modern political thought from the 18th century through the early 20th century, including the writings of some of the most influential political theorists of the modern period such as Rousseau, Wollstonecraft, Kant, JS Mill, Marx, Nietzsche, and Fanon.                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | One of PHIL 110, PHIL 210, POSC 120, POSC 311, or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>PHIL 372</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                   |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze how political theorists approach questions of freedom and equality.
2. Assess the arguments of foundational texts in the history of modern political thought.
3. Evaluate rival conceptions of freedom, equality, and power.
4. Apply modern texts of political thought to contemporary circumstances.
5. Demonstrate critical exegesis of works of political theory.
6. Explicate how modern political theorists have approached questions of race and decolonization.

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

|              |     |               |     |             |     |
|--------------|-----|---------------|-----|-------------|-----|
| Assignments: | 45% | Quizzes/tests | 25% | Final exam: | 30% |
|              | %   |               | %   |             | %   |

**Details:**

Assignments:

Essay outline: 5%

Essay: 30%

Class participation (class discussion, active listening, and group discussion): 10%

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

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

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

| Type        | Author or description | Title and publication/access details                                                | Year |
|-------------|-----------------------|-------------------------------------------------------------------------------------|------|
| 1. Textbook | Rousseau, J.J.        | The Basic Political Writings (2 <sup>nd</sup> ), Hackett                            | 2012 |
| 2. Textbook | Wollstonecraft, M.    | A Vindication of the Rights of Women and A Vindication of the Rights of Men, Oxford | 2009 |
| 3. Textbook | Tucker, R. (Ed.)      | The Marx-Engels Reader (2 <sup>nd</sup> ), Norton                                   | 1978 |
| 4. Textbook | Nietzsche, F.         | On the Genealogy of Morals and Ecce Homo, Vintage                                   | 1989 |
| 5. Textbook | Fanon, F              | The Wretched of the Earth, Grove                                                    | 2021 |

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

N/A

**Course Content and Topics**

- Rousseau's Discourse on Inequality
- Rousseau's Social Contract
- Wollstonecraft's A Vindication of the Rights of Women
- Kant's Grounding for the Metaphysics of Morals and What is Enlightenment
- Mill's On Liberty
- The Early Writings of Marx
- Nietzsche's Genealogy of Morals and On Truth and Lie in an Extra-Moral Sense
- Fanon's The Wretched of the Earth and the politics of race and decolonization

**Memo for New Course**

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

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

Date: December, 2023

**Subject: Proposal for new course POSC 313: Truth and Power**

*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 proposed course is the first at UFV wholly within the subfield of contemporary political theory, the largest subfield within political theory.
  - Currently, the core political theory courses at UFV cover content from antiquity to the 16<sup>th</sup> century (POSC 311) and from the 17<sup>th</sup> to the 19<sup>th</sup> century (POSC 312) respectively. This course picks up where these courses end, by providing students with a general introduction to political theory in the 20<sup>th</sup> and 21<sup>st</sup> century. In so doing, this course offers an introduction to some of the major themes and perspectives in contemporary political theory.
  - This course will prepare students to be conversant in multiple domains of contemporary political theory and to be aware of competing sides of current debates. Assignments will provide an opportunity for students to engage with more depth and nuance, exploring the perspectives that they find most compelling.
  - For students who wish to pursue graduate work in political theory, this course will be essential, providing them with a breadth of knowledge of the current state of the discipline, such that they can appropriately locate their interests and converse with potential graduate advisors.
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 advances all nine of UFV's institutional learning outcomes. Specifically, students will,
    - 1) demonstrate the information taught in the course in essay assignments and in the final exam;
    - 2) critically and imaginatively analyze currents of contemporary political theory in their papers;
    - 3) use the knowledge taught in the course and the skills of political theory inquiry in questioning metaphysical assumptions and providing normative and critical analyses based on the readings provided;
    - 4) initiate inquiries in their papers and develop solutions in their theses;
    - 5) communicate effectively in essays, exams and classroom discussions;
    - 6) pursue self-motivated and self-reflective learning in developing their essay topics;
    - 7) engage collaboratively in class

discussion; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to real world problems in their essays.

- In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1) knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of contemporary political theory, 2) competency in the research methods of contemporary analytic, continental, critical and normative political thought, 3) critical thinking skills by having students explore diverse and contradictory normative and critical perspectives, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical, critical and normative essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts and social locations, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates in their assignments in class discussions.

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

- This course will not be required by any program beyond the discipline.

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

N/A

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

N/A

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

- In this course, we will be reading works from Indigenous political theorists. For example, we will read the work of Yellowknives Dene political theorist Glen Coulthard and Anishinaabe political theorist Dale Turner.
  - We will discuss Indigenous resistance and refusal, concepts of “nested sovereignty” (Simpson, 2016), and challenges to the settler politics of recognition.
  - Discussions will take place between students taking the course and the faculty member to allow for oral evaluation of student 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 will ask, among other things, what contemporary political theory can offer for questions of equity, diversity, and inclusion. We will read queer theory, feminist political thought, critical race theory, radical democratic theory, and Indigenous theory.
  - Readings are drawn from a diverse array of authors, with complex intersectional identities, demonstrating to students the full range of positionalities that inform the contemporary discipline of political theory.
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:
- Most readings for this course will be drawn from the UFV library or free online sources. Approximate costs for books are roughly \$40.

**CWC comment and response:**

- As with POSC 311 and 312, the proposed title does not appear to accurately reflect the course; Pre-Check recommends choosing a more descriptive title.

*The title of the course has now been updated to: “Truth and Power: Contemporary Political Thought”. The revised title enables us to both highlight course themes and to transparently indicate the time-period covered in the course for prospective students and articulation purposes.*



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: POSC 313, POLITICAL SCIENCE, COLLEGE OF ARTS  
**Date:** DECEMBER 12, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget review of the implication of the proposed new course POSC 313. It will be included in our course planning going forward. I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 313                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Truth and Power: Contemporary Political Thought                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Contemporary Political Thought                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores contemporary political theory from the beginning of the 20th century to the current moment. Includes diverse perspectives on democracy, truth, freedom, justice, coloniality, representation, ideology, governmentality, and power.                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | One of POSC 120, POSC 311, POSC 312, or 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Explicate the major themes and thinkers in contemporary political theory.
2. Distinguish the major trends in contemporary political thought,
3. Assess the strengths and weaknesses of different currents of contemporary political theory.
4. Evaluate the applicability of contemporary political theory for engaging current political events and challenges.
5. Analyze Indigenous and anti-colonial theory.

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

|             |     |              |     |   |
|-------------|-----|--------------|-----|---|
| Final exam: | 30% | Assignments: | 70% | % |
|             | %   |              | %   | % |

**Details:**

Assignments:

Critical analysis paper (short): 20%

Critical analysis paper (long): 40%

Participation (class discussion, active listening, and group discussion): 10%

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

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

Lecture, seminar discussion, group presentations

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

| Type                    | Author or description | Title and publication/access details                                                                              | Year |
|-------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook             | John Rawls            | A Theory of Justice, Revised Edition, Cambridge                                                                   | 1999 |
| 2. Textbook             | Michel Foucault       | Discipline and Punish: The Birth of the Prison, Vintage                                                           | 1995 |
| 3. Textbook             | Iris Marion Young     | Justice and the Politics of Difference, Princeton                                                                 | 2011 |
| 4. Textbook             | Charles Taylor        | The Politics of Recognition, Princeton                                                                            | 1994 |
| 5. Indigenous knowledge | Glen Coulthard        | Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada, Contemporary Political Theory | 2007 |

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

- Introduction to contemporary political thought
- Liberal political theory
- Hermeneutics, interpretation, and understanding
- Habermas and deliberative democracy
- Foucault and discursive power
- Ideology, Marxism, and post-Marxism
- Gender and feminist political thought
- Race and anti-colonial thought
- Indigenous and decolonial political thought
- Judgment and rhetoric
- Recognition and its critics
- Constructivism
- Comparative political thought

**Memo for Course Changes**

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

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

Date: December, 2023

**Subject: Proposal for revision of POSC 350 Oppression, Inequality and Emancipation**

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

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

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

2. Rationale for change:

- This course is being updated to expand the topics offered to 1) better serve the interests of UFV students and, 2) better reflect diverse scholarship within political theory. By expanding the course to consider issues of race, ethnicity, caste, class, and coloniality in addition to sex and gender, the revised course will provide a greater breadth to UFV students, while maintaining the courses intended focus on oppression and emancipation.
- The course is due for review.
- The revised title better reflects the revised course content.
- The calendar description and learning outcomes have been updated to better reflect the revised course content and to comply with UFV policy and format guidelines.
- The updated texts and evaluation methods expand the coverage of the course to deal with intersectional issues and to better engage with Indigenous political thought and issues of equity, diversity, and inclusion.

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 \(ILOs\)](#):

- This course advances all nine institutional learning outcomes at UFV. Specifically, students will, 1) demonstrate the information taught in the course in essay assignments and in the final exam; 2) critically and imaginatively analyze in their papers issues of oppression, inequality and emancipation; 3) use the knowledge taught in the course and the skills of political theoretic inquiry in questioning metaphysical assumptions and providing normative and critical analyses based on the readings provided as relates to questions of oppression, inequality and emancipation; 4) initiate inquiries in their papers and develop solutions in their theses; 5) communicate effectively in essays, exams and classroom discussions; 6) pursue self-motivated and self-reflective learning in developing their essay topics; 7) engage collaboratively in class discussion; 8) engage in respectful and professional classroom discussion; and 9) contribute regionally and globally by applying the theories covered in the class to real world problems in their essays.
- In addition, this course advances the nine political science program learning outcomes. The course facilitates: 1), knowledge of the discipline by helping students to understand the major concepts, perspectives and approaches of emancipatory and anti-oppressive forms of political theory, 2) competency in the research methods of contemporary analytic, continental, critical and normative political thought, 3) critical thinking skills by having students explore diverse and contradictory normative and critical perspectives from a diverse array of social locations, 4) application of political science knowledge by having students utilize the theories taught in the course in their exegetical, critical and normative essays and assignments, 5) appreciation for diverse values and cultures by students exploring political theory texts from vastly different contexts and social locations, 6) communication skills in the form of class discussion and essay writing, 7) information literacy by having students engage in the process of argument construction and evaluation in their term papers, exams and class discussion, 8) deep understanding of plural philosophical traditions and perspectives and, 9) individual growth and professional development by having students apply the theories taught to real world issues and debates concerning issues of inequality and oppression in their assignments in class discussions.

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 \(UNDRIP\)](#).

- This revised course explicitly engages with Indigenous political thought and with decolonial theory.
  - Readings are drawn from Indigenous authors, such as Coulthard (2014), and modules focus on decoloniality, Indigenous refusal, and critiques of white supremacy.
  - Discussions will take place between students taking the course and the faculty member to allow for oral evaluation of student learning.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course foregrounds issues of equity, diversity, and inclusion.
  - The subject matter of the course explicitly focuses on issues of gender, race, ethnicity, class, caste, and Indigeneity.
  - Student papers will foreground issues of equity, diversity, and inclusion.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- Most of the required readings for this course will be available online via the UFV library. Books will cost roughly \$100.

**CWC comments and responses:**

- Can the course title be made more specific by the addition of either "... in Political Thought" or "... in Politics"?

*In order to keep the course title brief, we have kept the title as is: "Oppression, Inequality and Emancipation." Because the course is being offered in a political science department, we believe it will be transparent to both students and outsiders that the course foregrounds the political dynamics of these course themes.*

- The previous version of the course appeared to focus solely on topics related to gender. Given the significant changes in content, should this be considered a new course rather than revisions to the existing course? For example, should a student with credit for the previous version of POSC 350 be able to take this version of the course for further credit? If so, this should be given a new course number and the existing POSC 350 can be discontinued as this proposal moves forward in the approval process.

*While the existing version of this course does foreground gender, it also includes considerable content on issues relating to intersectionality, race, class and coloniality. The proposed revisions foreground these issues more centrally. In so doing, the revised course maintains the course's intended focus on oppression and emancipation.*

*With regard to students with existing credit, the courses are not sufficiently different that further credit is warranted. As POSC 350 is an upper-level course that has not been offered since the winter of 2020, it is unlikely that this situation will arise for many currently enrolled students.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 350                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Oppression, Inequality, and Emancipation                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Oppression & Inequality                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores historical and contemporary debates in emancipatory political theory. Confronting questions of race, ethnicity, gender, coloniality and class, this course considers how to combat oppression and inequality from diverse theoretical perspectives.                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**POSC 350**

**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. Distinguish different forms of oppression.
2. Analyze diverse approaches to combatting oppression.
3. Appraise diverse approaches to de-colonialism.
4. Explicate intersectional approaches to combating oppression.
5. Assess political theory approaches to emancipatory politics.

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

|              |     |             |     |  |   |
|--------------|-----|-------------|-----|--|---|
| Assignments: | 70% | Final exam: | 30% |  | % |
|              | %   |             | %   |  | % |

**Details:**

Assignments:

Critical analysis paper (short): 20%

Critical analysis paper (long): 40%

Participation (class discussion, active listening, and group discussion): 10%

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

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

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

| Type        | Author or description   | Title and publication/access details                  | Year |
|-------------|-------------------------|-------------------------------------------------------|------|
| 1. Textbook | Phillips, A.            | Feminism & Politics                                   | 1998 |
| 2. Textbook | Rogers, M. & Turner, J. | African American Political Thought                    | 2021 |
| 3. Textbook | Said, E.W.              | Orientalism                                           | 2023 |
| 4. Textbook | Mills, C                | The Racial Contract                                   | 2019 |
| 5. Textbook | Ambedkar, B. R.         | Annihilation of Caste: The Annotated Critical Edition | 2014 |

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

**Course Content and Topics**

- Introduction to emancipatory political thought
- European colonial expansion
- Capitalism and the poor
- Patriarchy and the sexual contract
- White supremacy and the racial contract
- The political theory of abolition
- Anti-colonialism, self-determination, and caste
- Civil rights movements
- Black Power
- Decolonialism and Indigenous resistance
- Deconstructing sex and gender
- Counter hegemony
- Intersectionality

**Memo for New Course**

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

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

Date: January 2024

**Subject: Proposal for new course POSC 399 – Special Topics in Political Science**

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

1. Rationale for new course, including how this course fits into the program(s):
  - The course provides students with an additional upper-level course to satisfy program requirements and expand the offerings in political science.
  - By adding a new course code, the course will allow new faculty members to offer special topics courses without excluding students who have taken a previous special topics course.
  - The course will allow us to leverage the expertise of our faculty members to create innovative and interesting courses for our students.
  - A single 300-level special topics course better fits into the overall Political Science program compared to the previous specialized 400-level special topics courses that will be discontinued. It will better reflect the need for a special topics course to cover current issues and other topics of interest to students that are not covered in the department's regular course offerings.
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes                                        | Program Learning Outcomes                                                                                                                                                                                                                                                                                                            | Institutional Learning Outcomes       |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Explain the central concepts and approaches to the subject.     | <i>Knowledge of the Discipline:</i><br>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 |
| Understand the central debates between scholars in the subject. | <i>Knowledge of the Discipline:</i><br>Students will gain an understanding of the major concepts, theoretical perspectives and approaches,                                                                                                                                                                                           | Use knowledge and skills proficiently |

|                                                                                   |                                                                                                                                                                                                                                                                                             |                                                 |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|                                                                                   | and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.                                                                                                   |                                                 |
| Analyze contemporary political debates using the approaches to the subject.       | <i>Application of Knowledge in Political Science:</i> Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges. | Analyze critically and imaginatively            |
| Apply concepts and approaches on the subject to case studies in the subject area. | <i>Knowledge of the Discipline</i> (see above)                                                                                                                                                                                                                                              | Use knowledge and skills proficiently           |
| Analyze the subject through the lenses of race, gender, and class.                | <i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.                                                    | Engage in respectful and professional practices |
| Apply Indigenous approaches to understand the subject.                            | <i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.                                                    | Engage in respectful and professional practices |

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?  
n/a
4. Which program areas have been consulted about the course?  
n/a
5. If a new discipline designation is required, explain why:  
n/a

6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - Given that this is a special topics course, the content will vary.
  - Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to Indigenization. Different topics courses will approach Indigenization in different ways. In some classes the material studied will be directly related to Indigenous Peoples' politics. In other classes, while the course material will not necessarily cover Indigenous issues, class assignments and teaching methods still will reflect Indigenous ways of learning, such as the importance of oral knowledge transmission through discussion and reflection.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - Given that this is a special topics course, the content will vary.
  - All special topics classes will deliver material to students in an accessible manner.
  - Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to EDI. Political science topics typically intersect with issues of inequality, equity, and diversity in different contexts. Instructors will help students to navigate these topics and to understand social power relations.
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:
  - Will vary by instructor.

**CWC comment and response:**

- Will 45 credits in any subject be sufficient to prepare students for success in this course?

*POSC 399 is a special topics course that will allow instructors to cover important political issues and current events through the lens of political science scholarship. These topics are of interest to students of a variety of backgrounds and do not require prior training in political science scholarship. Students will learn about the relevant theory and scholarship during the course. The prerequisite of 45 university-level credits reflects the minimum required for student success in the course and is as flexible as possible to facilitate student access in keeping with UFV's Prerequisites and Co-Requisites Policy 84.*



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: POSC 399, POLITICAL SCIENCE, COLLEGE OF ARTS  
**Date:** DECEMBER 12, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed new course POSC 399. It will be incorporated in our course plan going forward. I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[504.854.4515@sylvie.murray@ufv.ca](mailto:504.854.4515@sylvie.murray@ufv.ca)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> POSC 399                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Course Full Title:</b> Special Topics in Political Science<br><b>Course Short Title:</b> Sp Topics in Political Science                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Political Science                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Calendar Description:</b><br>Topics will vary depending on the instructor but will be limited to those which lie outside the subject areas currently offered.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter of designation differs.                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>It is a special topics course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                              |  |

**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 central concepts and approaches to the subject.
2. Explain the central debates between scholars in the subject.
3. Analyze contemporary political debates using the approaches to the subject.
4. Apply concepts and approaches on the subject to case studies in the subject area.
5. Analyze the subject through the lenses of race, gender, and class.
6. Apply Indigenous approaches to understand the subject.

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

|             |     |              |     |                      |     |
|-------------|-----|--------------|-----|----------------------|-----|
| Final exam: | 25% | Assignments: | 50% | Holistic assessment: | 25% |
|             | %   |              | %   |                      | %   |

**Details:**

Examples of possible assignments include:

- Group presentation
- Written essay
- Professional development assignment like a briefing note or media analysis
- Creative assignment like a podcast

Holistic assessment will be based on active participation in the classroom and may include participation in class debates, participation in exercises like mock-courts or international relations simulations, and contributions to group projects.

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

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

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

| Type     | Author or description                                                                                                                                                                                                                                                        | Title and publication/access details | Year |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|
| 1. Other | Will vary with the instructor but will be consistent with the department of Political Science's criteria for a 300-level course. Instructors will also be encouraged to draw from diverse traditions of scholarships, and especially Indigenous knowledge, when appropriate. |                                      |      |
| 2.       |                                                                                                                                                                                                                                                                              |                                      |      |
| 3.       |                                                                                                                                                                                                                                                                              |                                      |      |
| 4.       |                                                                                                                                                                                                                                                                              |                                      |      |
| 5.       |                                                                                                                                                                                                                                                                              |                                      |      |

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

**Course Content and Topics**

Example for *Topics in the Politics of Conspiracy Theories, Misinformation, and Extremism in the Global North*:

1. Introduction
2. Defining and problematizing conspiracy theories, misinformation, and extremism
3. Politics of conspiracy theories
4. Far-right extremism in the U.S. and Canada
5. Far-right extremism in Europe
6. Far-left extremism
7. Social movements and contentious politics
8. Studying extremism: Ethnographies of the far right
9. Regulating mis- and disinformation
10. Policing extremism
11. Case study #1 (will vary based on news cycle)
12. Case study #2 (will vary based on news cycle)
13. Capstone simulation: Parliamentary hearing on extremism in Canada

**Memo for New Course**

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

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

Date: January 2024

**Subject: Proposal for new course POSC 498 Directed Reading in Political Science.**

*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):
  - Political science is streamlining our directed studies offerings to provide students with a clearer pathway to gain additional knowledge of politics through intensive reading of the secondary literature and through primary-source-based research. POSC 498 will be the directed reading course.
  - The directed reading option will allow us to leverage the expertise of our faculty members to create innovative and interesting learning opportunities for our students.
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes                                        | Program Learning Outcomes                                                                                                                                                                                                                                                                                                            | Institutional Learning Outcomes       |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Explain the central concepts and approaches to the subject.     | <i>Knowledge of the Discipline:</i><br>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 |
| Understand the central debates between scholars in the subject. | <i>Knowledge of the Discipline:</i><br>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 contemporary political debates using the approaches to the subject.       | <i>Application of Knowledge in Political Science:</i> Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges. | Analyze critically and imaginatively            |
| Apply concepts and approaches on the subject to case studies in the subject area. | <i>Knowledge of the Discipline</i> (see above)                                                                                                                                                                                                                                              | Use knowledge and skills proficiently           |
| Analyze the subject through the lenses of race, gender, and class.                | <i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.                                                    | Engage in respectful and professional practices |
| Apply Indigenous approaches to understand the subject.                            | <i>Values and Culture:</i> Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.                                                    | Engage in respectful and professional practices |

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

n/a

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

n/a

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

n/a

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

- Given that this is a directed reading course, the content will vary.

- Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to Indigenization. Many courses will include readings that connect to issues that Indigenous Peoples' face in Canada and worldwide. In addition, all directed reading courses will include discussion between the student(s) taking the course and the faculty member to allow for oral evaluation of student learning.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- Given that this is a directed reading course, the content will vary.
  - Instructors will be informed that there is an expectation that all POSC courses should include material relevant to and reflective of UFV's commitment to EDI. Faculty members will work with the student(s) who take this course to provide accommodations for students with disabilities. In addition, many topics and readings for this course will cover issues related to equity, diversity, and inclusion in different contexts.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):
- n/a
9. Estimate of the typical costs for this course, including textbooks and other materials:
- Will vary by instructor

**CWC comments and responses:**

- Given the level and nature of this course, the proposed prerequisites do not appear to be sufficient to ensure student success. Directed studies courses typically require at least some discipline-specific prerequisites; Pre-Check strongly recommends including either specific POSC courses or a minimum number of POSC credits. Pre-Check also recommends changing "consent of both the faculty supervisor and department head" to just "department head's permission" for simplicity, with additional approvals handled within the department.

*We have updated the prerequisites as suggested to include 3 credits of POSC and to streamline the approval process listed on the official outline. They now read: "45 university-level credits including 3 credits of POSC, and the department head's permission."*



## MEMO

---

**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: POSC 498, POLITICAL SCIENCE, COLLEGE OF ARTS  
**Date:** DECEMBER 12, 2023

---

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed new course POSC 498, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie" followed by a stylized flourish.

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 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: POSC 498                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Course Full Title: Directed Reading in Political Science<br>Course Short Title: Dir Reading in Political Sci                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Faculty: Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                 |           | Department (or program if no department): Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Designed for students who wish to examine a particular political problem or issue through the examination of scholarly sources. Offered either as an individual reading course or as small seminars, depending upon student and faculty interest.<br><br>Note: This course may be repeated once for further credit.                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                            |           | 45 university-level credits including 3 credits of POSC, and department head's permission.                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                          |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; 1 repeat for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>6</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                      |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>It is a directed reading. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                         |  |

**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 central concepts and approaches to the subject.
2. Defend a position within the central debates between scholars in the subject.
3. Relate contemporary political debates to the concepts, approaches or theories covered in the class.
4. Apply concepts and approaches on the subject to case studies in the subject area.
5. Analyze the subject through lenses such as race, gender, class, and Indigenous approaches.

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

|              |     |                      |     |   |
|--------------|-----|----------------------|-----|---|
| Assignments: | 80% | Holistic assessment: | 20% | % |
|              | %   |                      | %   | % |

**Details:**

Reflections on the readings (2 short papers): 20% total (10% each)

Literature review paper: 60%

Holistic assessment through discussions with faculty advisor: 20%

Note: The amount of reading to be discussed each week is likely to be significantly heavier than that assigned for a regular upper-level Political Science course.

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

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

Discussions with a faculty advisor and preparation of written assignments.

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

| Type     | Author or description                                                                                                                                                                                                          | Title and publication/access details | Year |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|
| 1. Other | There are no texts as such for the course. Students will be expected to read and comment on a substantial body of literature, some suggested by the advisor, others resulting from the student's own review of the literature. |                                      |      |
| 2.       |                                                                                                                                                                                                                                |                                      |      |
| 3.       |                                                                                                                                                                                                                                |                                      |      |
| 4.       |                                                                                                                                                                                                                                |                                      |      |
| 5.       |                                                                                                                                                                                                                                |                                      |      |

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

**Course Content and Topics**

Readings related to the topic chosen.

**Memo for New Course**

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

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

Date: January 2024

**Subject: Proposal for new course POSC 499**

*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):
  - Political science is streamlining our directed studies offerings to provide students with a clearer pathway to gain additional knowledge of politics through intensive reading of the secondary literature and through primary-source-based research. POSC 499 will be the directed research course.
  - The directed research option will allow students to conduct original research using primary sources under the direction of a Political Science faculty member.
  - This research option will expand our upper-division offerings to include supervised research.
  - Students who completed POSC 300 Research Design and Methods will be able to build on the knowledge and skills that they acquired in that course to complete a research project in POSC 499
2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course Learning Outcomes                                                                                                                   | Program Learning Outcomes                                                                                                                                                                                                                                    | Institutional Learning Outcomes                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Propose a research project that includes original research using primary sources                                                           | <i>Research Methods<br/>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.</i> | Initiate inquiries and develop solutions to problems<br><br>Pursue self-motivated and self-reflective learning |
| Apply appropriate research methods and research ethics for their project, including completing the TCPS 2 and HREB approval when necessary | <i>Research Methods<br/>(see above)</i>                                                                                                                                                                                                                      | Use knowledge and skills proficiently<br><br>Engage in respectful and professional practices                   |

|                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assess the applicability of Indigenous or community-based research methods to their project       | <i>Values and Culture</i><br><i>Students will develop ethical understating of diversity, indigenization, gender, and multiculturalism and act in a respectful, honest and transparent manner in the university, community, and the workplace.</i>                                                                                                                                                                                       | Engage in respectful and professional practices                                                                                                            |
| Analyze the secondary literature relevant to their research topic                                 | <i>Knowledge of the Discipline</i><br><i>Students will gain an understanding of the major concepts, theoretical perspectives and approaches, and historical and contemporary debates in the discipline of political science and its subfields; Political Theory, Canadian Politics, Comparative Politics, and International Relations.</i>                                                                                              | Use knowledge and skills proficiently                                                                                                                      |
| Conduct research using primary sources, such as interviews, ethnographic, and/or statistical data | <i>Information Literacy</i><br><i>Students will be able to identify credible sources of information, develop an understanding of the difference between opinion and informed argument, locate, access, and reference academic and non-academic information from a wide range of sources including libraries, internet, and the community.</i><br><br><i>Research Methods</i><br><i>(see above)</i>                                      | Engage in respectful and professional practices<br><br>Demonstrate information competency<br><br>Use knowledge and skills proficiently                     |
| Present original research as a manuscript or in other appropriate forms                           | <i>Application of Knowledge in Political Science:</i> Students will develop competency in the discipline and be confident to apply diverse theories, concepts, policy approaches, and principles to address local, national, international, transgovernmental and transnational challenges.<br><br><i>Communication Skills</i><br><i>Students will develop effective written and oral communication skills, including listening and</i> | Use knowledge and skills proficiently<br><br>Demonstrate information competency<br><br>Communicate effectively<br><br>Analyze critically and imaginatively |

|  |                                                                                                                                                                                                                                                                                                                                                                                        |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p><i>comprehending complex arguments, and be confident to articulate their views while offering innovative solutions to societal problems.</i></p> <p><i>Critical Thinking Skills</i><br/> <i>Students will develop critical and creative thinking skills which are essential ingredients in identifying, defining, and analyzing political problems and providing solutions.</i></p> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No
4. Which program areas have been consulted about the course? N/A
5. If a new discipline designation is required, explain why: N/A
6. In what ways does this course contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - Students will be required to follow appropriate methods and research ethics for their projects. They will be asked to explore the ways in which their research may affect Indigenous Peoples when conceptualizing their research projects. Students will meet regularly with the supervising faculty member and learn through discussion and exploration. Students will be able to present their research in multiple forms.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - Students will be required to follow appropriate methods and research ethics for their projects and to think about how lenses developed to understand issues of race, gender, sexuality, and disability could be appropriate for their project. They will be asked to explore the ways in which their research may affect ethnic, gender, and sexual minorities when conceptualizing their research projects. Research projects will accommodate students with disabilities, and students will be able to present their research in multiple forms. The flexibility of this course will allow students of various backgrounds to pursue supervised research under the direction of a UFV faculty member.
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.):

- Students will conduct original research and will need to gain ethical approval for this research through UFV if it involves human or animal subjects. Students will be required to consult frequently with their faculty supervisor during the research process.
9. Estimate of the typical costs for this course, including textbooks and other materials:
- Varies; typically less than \$100



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: POSC 499, POLITICAL SCIENCE, COLLEGE OF ARTS  
**Date:** DECEMBER 12, 2023

---

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the new course POSC 499, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 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: POSC 499                                                                                                                                                                                                                                                                                                                                                                  |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Course Full Title: Directed Research in Political Science                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Course Short Title: Dir Research in Political Sci                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Faculty: Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                               |           | Department (or program if no department): Department of Political Science                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br>Develop and complete an independent research project about a politically-relevant topic in consultation with a supervising faculty member.<br><br>Note: Students may take this course for credit more than once for different research projects or different parts of the same large project.                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                          |           | 45 university-level credits including POSC 300, and department head's permission.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; 1 repeat for credit</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Infrequent</b><br>Maximum enrolment (for information only): <b>6</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                            |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is an independent study course with an individual faculty member. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                               |           | Date of meeting: November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                          |           | Date of meeting: January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                  |           | Date of meeting: March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                      |  |

**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. Propose a research project that includes substantial use of existing primary sources and/or original research.
2. Apply appropriate research methods and research ethics for their project, including completing the TCPS 2 and gaining Human Research Ethics Board approval when necessary.
3. Assess the applicability of Indigenous or community-based research methods to their project.
4. Analyze the secondary literature relevant to their research topic.
5. Conduct research using primary sources, such as documents, interviews, ethnographic, and/or statistical data.
6. Present original research as a manuscript or in other appropriate forms.

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

|          |      |   |   |
|----------|------|---|---|
| Project: | 100% | % | % |
|          | %    | % | % |

**Details:**

To be determined in consultation with the faculty supervisor, but will typically include a major research paper and possibly other shorter written assignments, such as a prospectus and/or annotated bibliography. It may also include other ways to present research, such as in-person, audio, video, or visual presentations.

**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.)*

Regular meetings between the student and faculty supervisor.

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

| Type        | Author or description                | Title and publication/access details                                                                         | Year |
|-------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | Howard, C.                           | Thinking Like a Political Scientist: A Practical Guide to Research Methods/ Univ. of Chicago Press           | 2017 |
| 2. Textbook | Kovach, M.                           | Indigenous Methodologies: Characteristics, Conversations, and Contexts, 2 <sup>nd</sup> ed/ Univ. of Toronto | 2021 |
| 3. Textbook | LaVaque-Manty, M. & D. LaVaque-Manty | Writing in Political Science: A Brief Guide/ Oxford Univ. Press                                              | 2016 |
| 4.          |                                      |                                                                                                              |      |
| 5.          |                                      |                                                                                                              |      |

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

**Course Content and Topics**

To be determined in consultation with the faculty supervisor. It must include substantial original research and the appropriate presentation of this research.

**Memo for Course Changes**

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

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

Date: January 2024

**Subject: Proposal for revision of:**

- POSC 480 – Special Topics in Political Theory
- POSC 481 – Special Topics in Comparative Politics
- POSC 482 – Special Topics in Canadian Politics
- POSC 483 – Special Topics in International Relations
- POSC 484 – Special Topics 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:

- Courses are no longer needed.
- Consolidating special topics courses under a single 300-level course code (POSC 399) that will better reflect the level of preparation that students need to take special topics courses in our program.

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

4. Which program areas have been consulted about the change(s)? n/a

**Memo for Course Changes**

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

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

Date: January 2024

**Subject: Proposal for revision of:**

- POSC 490 Directed Studies in Political Theory
- POSC 491 Directed Studies in Comparative Politics
- POSC 492 Directed Studies in Directed Studies in Canadian Politics
- POSC 493 Directed Studies in International Politics
- POSC 494 Directed Studies 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:

- Courses are no longer needed.
- The Department of Political Science is reorganizing our directed studies courses into one directed reading and one directed research course

3. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Not required by other programs

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



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: POSC 480, 481, 482, 483, 484, 490, 491, 492, 483, AND 494, POLITICAL SCIENCE, COLLEGE OF ARTS

**Date:** DECEMBER 12, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed discontinuation of the courses POSC 480, 481, 482, 483, 484, 490, 491, 492, 483, and 494, and I approve the discontinuation of these courses.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie" followed by a stylized flourish.

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

**Memo for Course Changes**

To: UEC

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

Date: 2024-02-12

**Subject: Proposal for revision of DMFG 201, 202, 203, 205, 207; ELTR 201, 202, 211, 214, 216, 217, 230**

*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 each change identified above:

The prerequisite for the listed courses needs to be adjusted to accommodate the proposed program changes.

Courses that previously required admission into the program now require successful completion of ELTR 190 (Electronics Capstone Project) which is itself a course that requires all other first-year program courses as pre- or co-requisites.

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 \(ILOs\)](#):

No changes are being made to learning outcomes for these courses.

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)?

Technology program area faculty and staff have discussed this change internally.

Electrical faculty were consulted regarding ELTR 230 as it requires use of an Electrical lab. No changes were made with regard to this resource (as we are not making any changes to learning outcomes, contact hours, equipment, or facilities).

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 \(UNDRIP\)](#).

These courses provide students with applied, practical skills training that meets the needs of employers in their communities and beyond through community-aligned and community-based learning that ensures relevance and reach. PLAR (prior learning recognition) supports access for learners with equivalent work and life experience (non-formal educational backgrounds.)

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

See above.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

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

N/A



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): February 2025  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: DMFG 201                                                                                                                                                                                                                                                                                                                                                                                                  |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: 3D Modeling                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title: 3D Modeling                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                 |           | Department (or program if no department): Digital Manufacturing                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Working knowledge of common 3D modeling and design tools, such as SolidWorks and Autodesk. Introduction to dynamic modeling and simulation. Migration between various approaches and software packages. Transition to Computer Aided Manufacturing. 3D design consideration for the proper fabrication equipment (machining, 3D printing, etc). Collaboration and curation methods and practices. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                          |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Supervised laboratory hours (science lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca.</a> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form.</a>)</i>                                                                                                                                                                                                                                 |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                               |           | Date approved: October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                          |           | Date of meeting: December 2023                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                  |           | Date of meeting: March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 and model the machinery in 3D using 3D modeling software, such as SolidWorks and Autodesk.
2. Create fabrication drawings from 3D models.
3. Explain the concept of 3D modeling and design considerations.
4. Migrate the design between various packages.
5. Transition and implement the design with computer aided manufacturing.
6. Display a systematic approach to design and modeling.
7. Utilize cloud-based collaboration for project sharing and review.

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

|              |     |           |     |  |   |
|--------------|-----|-----------|-----|--|---|
| Assignments: | 50% | Lab work: | 50% |  | % |
|              | %   |           | %   |  | % |

**Details:**

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

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

Lectures and Lab work with occasional guest lecture

**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.   | No textbook required – internal worksheets and lecture notes will be provided |                                      |      |
| 2.   |                                                                               |                                      |      |
| 3.   |                                                                               |                                      |      |
| 4.   |                                                                               |                                      |      |
| 5.   |                                                                               |                                      |      |

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

Unit 1: SolidWorks  
 Unit 2: Autodesk Inventor  
 Unit 3: Fusion 360 and cloud-based systems  
 Unit 4: Introduction to CAM  
 Unit 5: Design principles and techniques  
 Unit 6: Design approach, simulation migration



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2025  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> DMFG 202                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Material Science and Technology                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Material Science & Technology                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Digital Manufacturing                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Fundamental knowledge of common materials including their physical and chemical properties. Materials handling safety such as toxicity, interactions, waste management, etc. Materials' machinability and acceptable process. Material failure and failure modes. Engineered materials vs. natural materials. Material selection considerations.                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: right;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 | Supervised laboratory hours (science lab) | 25 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 a systematic approach to materials' analysis and selection.
2. Distinguish different materials and their advantages over the others.
3. Handle, process, and store materials properly.
4. Explain the process and environmental consequences of material disposal.
5. Analyze and troubleshoot materials' failure.
6. Evaluate the benefits and limitations of using engineered and natural materials.

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

|              |     |           |     |  |   |
|--------------|-----|-----------|-----|--|---|
| Assignments: | 50% | Lab work: | 50% |  | % |
|              | %   |           | %   |  | % |

**Details:**

Lectures and lab work with occasional guest lecture.

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

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

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

| Type | Author or description                                                         | Title and publication/access details | Year |
|------|-------------------------------------------------------------------------------|--------------------------------------|------|
| 1.   | No textbook required – internal worksheets and lecture notes will be provided |                                      |      |
| 2.   |                                                                               |                                      |      |
| 3.   |                                                                               |                                      |      |
| 4.   |                                                                               |                                      |      |
| 5.   |                                                                               |                                      |      |

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

Unit 1: Atomic structure and interatomic bonding  
 Unit 2: Structures of metals and ceramics  
 Unit 3: Polymer structures  
 Unit 4: Imperfections in solids  
 Unit 5: Diffusion  
 Unit 6: Mechanical properties  
 Unit 7: Deformation and strengthening mechanisms  
 Unit 8: Failure  
 Unit 9: Phase transformations  
 Unit 10: Electrical properties  
 Unit 11: Types and applications of material  
 Unit 12: Synthesis, fabrication, and processing of materials  
 Unit 13: Composites  
 Unit 14: Corrosion and degradation of material  
 Unit 15: Thermal properties  
 Unit 16: Magnetic properties  
 Unit 17: Optical properties  
 Unit 18: Economic, environmental, and societal issues in materials science and engineering



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2025  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> DMFG 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Course Full Title:</b> Design for Manufacturing                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Course Short Title:</b> Design for Manufacturing                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | <b>Department (or program if no department):</b> Digital Manufacturing                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to manufacturing technology. Impacts of materials and processes on industrial design choices and approaches. Process of designing or engineering a product to reduce its manufacturing cost. Manufacturability and common-sense design. Manufacturing and industry standards, testing, and quality assurance.                                                                                                                                                                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                |          | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>0</b></td> </tr> </table> |          | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Supervised laboratory hours (science lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>0</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |          |                                                                                               |  |

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

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

1. Assess the optimization of industrial design applications.
2. Develop the skills of designing standardized parts.
3. Use modular design concepts.
4. Design for ease of fabrication and handling.
5. Evaluate how to minimize manufacturing cost.
6. Predict and fix (troubleshoot) potential problems in the design phase.
7. Apply environmental considerations in the industrial design.
8. Apply industry standards and quality assurance to design and manufacturing process.

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

|              |     |           |     |   |
|--------------|-----|-----------|-----|---|
| Assignments: | 50% | Lab work: | 50% | % |
|              | %   |           | %   | % |

**Details:**

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

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

Lectures and Lab work with occasional guest lecture

**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.   | No textbook required – internal worksheets and lecture notes will be provided |                                      |      |
| 2.   |                                                                               |                                      |      |
| 3.   |                                                                               |                                      |      |
| 4.   |                                                                               |                                      |      |
| 5.   |                                                                               |                                      |      |

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

Unit 1: Design for manufacturability  
 Unit 2: Designing the product  
 Unit 3: Designing for lean and build-to-order  
 Unit 4: Standardization  
 Unit 5: Minimizing total cost by design  
 Unit 6: Guidelines for product design  
 Unit 7: Guidelines for part design  
 Unit 8: Design for quality  
 Unit 9: Implementing design for manufacturability  
 Unit 10: Product disassembly studies Unit 11: Shape casting of metals  
 Unit 12: Sheet metal forming  
 Unit 13: Extrusion of metals  
 Unit 14: Forging of metals  
 Unit 15: Machining  
 Unit 16: Injection molding of thermoplastics  
 Unit 17: Thermoforming  
 Unit 18: Resin transfer molding  
 Unit 19: Additive manufacturing  
 Unit 20: Joining and assembly  
 Unit 21: Recycling  
 Unit 22: Manufacturing process choice



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2025  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> DMFG 205                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Computer Numerical Controlled Machinery                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> CNC Machinery                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Digital Manufacturing                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Computer numerical control theory and operation. CNC Machine operation safety. Computer-Aided Manufacturing principles including tooling, tool path and errors. Machine coding and instruction such as G-code, and pre- and post-processing such as Minkowski geometry. Machining methods and processes.                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Supervised laboratory hours (science lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 structure of a CNC machine and similar equipment.
2. Program and operate CNC machines.
3. Analyze and interpret engineering drawings.
4. Identify the software application best suited to select machines, tools, and accessories.
5. Integrate principles and practices required to manufacture components.

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

|              |     |           |     |  |   |
|--------------|-----|-----------|-----|--|---|
| Assignments: | 50% | Lab work: | 50% |  | % |
|              | %   |           | %   |  | % |

**Details:**

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

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

Lectures and Lab work with occasional guest lecture

**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.   | No textbook required – internal worksheets and lecture notes will be provided |                                      |      |
| 2.   |                                                                               |                                      |      |
| 3.   |                                                                               |                                      |      |
| 4.   |                                                                               |                                      |      |
| 5.   |                                                                               |                                      |      |

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

Students will require a tablet-type device suitable for design collaboration and curation.

**Course Content and Topics**

Unit 1: CNC physical architecture  
 Unit 2: The CNC controller  
 Unit 3: Application software  
 Unit 4: Building or buying a CNC machine  
 Unit 5: Part program development  
 Unit 6: Calculating contour points  
 Unit 7: Using cutter radius offset  
 Unit 8: Part reversal in milling  
 Unit 9: Special purpose g-codes  
 Unit 10: Tool length offset change  
 Unit 11: Standard and rigid tapping  
 Unit 12: Polar coordinates  
 Unit 13: Techniques for grooving  
 Unit 14: Techniques for threading  
 Unit 15: Practical thread milling  
 Unit 16: Four-axis lathes  
 Unit 17: Knurling on CNC lathes  
 Unit 18: Working with planes  
 Unit 19: Programming cams



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2019  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): February 2025  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> DMFG 207                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 2 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Course Full Title:</b> Fabrication Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Course Short Title:</b> Fabrication Technology                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Digital Manufacturing                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Calendar Description:</b><br>Introduction to common fabrication processes and associated materials including rapid prototyping technologies, non-machining processes such as welding and brazing, metal and plastic bending, forming, molding and casting. Implementation of digital fabrication processes, such as additive and subtractive manufacturing technology, CND machining, laser cutting. Investigate structural concepts and joining methods.                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>30</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 | Supervised laboratory hours (science lab) | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>30</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>[click to select] |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>30</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                              |  |

**DMFG 207**

**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. Describe the common fabrication processes and associated materials.
2. Differentiate the applications used in digital fabrication processes and machinery.
3. Operate CNC machines, 3D printers, laser cutters.
4. Apply the knowledge of structural concept and joining methods.

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

|              |     |           |     |   |
|--------------|-----|-----------|-----|---|
| Assignments: | 40% | Lab work: | 60% | % |
|              | %   |           | %   | % |

**Details:**

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

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

Lectures and Lab work with occasional guest lecture

**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.   | No textbook required – internal worksheets and lecture notes will be provided |                                      |      |
| 2.   |                                                                               |                                      |      |
| 3.   |                                                                               |                                      |      |
| 4.   |                                                                               |                                      |      |
| 5.   |                                                                               |                                      |      |

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

Students will require a tablet-type device suitable for design collaboration and curation.

**Course Content and Topics**

Unit 1: Traditional manufacturing methods  
 Unit 2: Digital and automated manufacturing methods  
 Unit 3: Welding and brazing  
 Unit 4: Casting, forming  
 Unit 5: Additive and subtractive methods  
 Unit 6: Coating and treatments  
 Unit 7: Materials and processing effects



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2020  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 201                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Hydraulic and Pneumatic Control Systems                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Hydraulics and Pneumatics                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Fundamental fluid power principles, fluid power systems, including hydraulic and pneumatic components. Hands-on training with fluid power systems, identify components, read schematics, fluid power circuits, terminology, symbols, and calculations for force, velocity, and horsepower. Introductory control of pneumatics using PLCs.                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Supervised laboratory hours (science lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 and specify control components in fluid power systems.
2. Analyze dynamics and characteristics of fluid flow.
3. Apply fluid mechanics to troubleshoot energy, power loss, and efficiency in hydraulic systems.
4. Demonstrate operation of basic hydraulic and pneumatic systems and the use of flow meters and pressure gauges.
5. Test and troubleshoot hydraulic and pneumatic system used in Agriculture setting.
6. Interpret schematics and troubleshoot systems.
7. Display a systematic approach to troubleshooting and design a schematic drawing of a working system.
8. Describe safety rules that need to be followed when working with individual hydraulic and pneumatic components.

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

|              |     |                |     |           |     |
|--------------|-----|----------------|-----|-----------|-----|
| Assignments: | 15% | Quizzes/tests: | 35% | Lab work: | 50% |
|              | %   |                | %   |           | %   |

**Details:**

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

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

Lectures and Lab work with occasional guest lecture

**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 | Parr, E. A.           | Hydraulics and Pneumatics: A Technician's and Engineer's Guide | 2011 |
| 2.          |                       |                                                                |      |
| 3.          |                       |                                                                |      |
| 4.          |                       |                                                                |      |
| 5.          |                       |                                                                |      |

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

Unit 1: Fundamental principles  
 Unit 2: Hydraulic pumps and pressure regulation  
 Unit 3: Air compressors, air treatment, and pressure regulation  
 Unit 4: Control valves  
 Unit 5: Actuators  
 Unit 6: Process control  
 Unit 7: Hydraulic and pneumatic accessories  
 Unit 8: Safety, fault findings, and maintenance



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2020  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 202                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Microprocessors/Microcontrollers and Data Acquisition                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Microcontrollers I                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduction to small microprocessor-based systems. Develop C programming and Assembly programming. Interfacing digital and analog signals with a computer-based system using common protocols and wireless/remote applications. Interface with common sensors and transducers.                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">20</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>50</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Supervised laboratory hours (science lab) | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>50</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>50</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**ELTR 202**
**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. Describe architecture of common microprocessors/controllers.
2. Program in C language, exposing students to various fundamental programming and interfacing techniques.
3. Investigate small microprocessor-based systems, with an emphasis on embedded system hardware and software design.
4. Demonstrate debugging techniques for microcontroller programs, including breakpoints, status, readouts, single-stepping, and crash dumps. Learn to debug hardware/software interaction problems.
5. Interface to I/O and interrupt handling methods.
6. Interface with digital and analog signals.

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

|             |     |                |     |           |     |
|-------------|-----|----------------|-----|-----------|-----|
| Final exam: | 35% | Quizzes/tests: | 25% | Lab work: | 40% |
|             | %   |                | %   |           | %   |

**Details:**
**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**
**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures and lab work with occasional guest lecture

**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 | Huang, H-W.           | PIC Microcontroller: An Introduction to Software and Hardware Interfacing / Delmar | 2004 |
| 2.          |                       |                                                                                    |      |
| 3.          |                       |                                                                                    |      |
| 4.          |                       |                                                                                    |      |
| 5.          |                       |                                                                                    |      |

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

Unit 1: Basic programming concepts in Assembly and C  
 Unit 2: Hardware interface: sensors  
 Unit 3: Hardware interface: Controllers and Actuators  
 Unit 4: Data collection systems and methods  
 Unit 5: Analog and digital signals



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2020  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 211                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Programmable Logic Controllers I                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> PLC I                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Learn basics of programmable logic controllers (PLC), memory organization, hardware components, and controller options. PLC wiring, logic, basic instructions. Practice real world applications using PLC modules scaled down to lab size. SCADA, process control and PLC installation, maintenance, and safety.                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                      |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Supervised laboratory hours (science lab) | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

ELTR 211

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. Install, test and debug PLCs to meet job requirements.
2. Design programs to control machines and processes in typical agricultural and industrial applications.
3. Interpret electrical control systems symbols commonly used in agricultural and Instrumentation and in the industrial environment.
4. Interpret Ladder Logic diagram to troubleshoot PLC systems.
5. Apply PLC to relays, sensors measure and control, branch and latching, timers, motor control.
6. Implement Distributed Control Systems (DCS) with emphasis on agriculture applications such as environmental control systems and water management systems.

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

|              |     |                |     |           |     |
|--------------|-----|----------------|-----|-----------|-----|
| Assignments: | 10% | Quizzes/tests: | 40% | Lab work: | 50% |
|              | %   |                | %   |           | %   |

**Details:**

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

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

Lectures and Lab work with occasional guest lecture

**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 | Kamel, K              | Programmable Logic Controllers: Industrial Control | 2014 |
| 2.          |                       |                                                    |      |
| 3.          |                       |                                                    |      |
| 4.          |                       |                                                    |      |
| 5.          |                       |                                                    |      |

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

**Course Content and Topics**

Unit 1: Introduction to PLC Control systems and automation  
 Unit 2: Fundamentals of PLC logic programmers  
 Unit 3: Timers and counters programming  
 Unit 4: Math move and comparison instructions  
 Unit 5: Device configuration and Human Machine Interface (HMI)  
 Unit 6: Process control design and troubleshooting  
 Unit 7: Instrumentation and process control  
 Unit 8: Analog programming and advanced controls  
 Unit 9: Case studies



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2020  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 214                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 5 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Control Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Control Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Open and closed loop control systems. Analog and digital control systems, including P, PI, and PID. Foundation of control and robotic systems in agriculture application setting practicing the use of pressure, flow, level, temperature, optical, and electromechanical control interfaces.                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Winter only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: right;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>90</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45 | Supervised laboratory hours (science lab) | 45 |  |  |  |  |  |  | <b>Total hours</b> | <b>90</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>90</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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, test and troubleshoot servo-mechanism.
2. Troubleshoot open and closed loop control systems
3. Setup and test control devices such as relays, optoelectronics components, Thyristors and Triac circuit.
4. Analyze computerized and automated systems in agricultural application
5. Investigate analog and digital, linear and no linear control systems including P,PI,PID controls
6. Analyze and test automation vision processing systems as applied in agriculture
7. Analyze display and recording systems using automation
8. Configure Robotic systems and their controllers in agriculture applications
9. Experiment with pressure, flow, level, temperature, optical, and electro-mechanical systems with feedback, feed forward and ration control concepts.

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

|             |     |                |     |           |     |
|-------------|-----|----------------|-----|-----------|-----|
| Final exam: | 50% | Quizzes/tests: | 20% | Lab work: | 30% |
|             | %   |                | %   |           | %   |

**Details:**

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

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

Lectures and lab work with occasional guest lecturer

**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 | Bartelt, T.           | Industrial Automated Systems: Instrumentation and Motion Control | 2011 |
| 2.          |                       |                                                                  |      |
| 3.          |                       |                                                                  |      |
| 4.          |                       |                                                                  |      |
| 5.          |                       |                                                                  |      |

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

**Course Content and Topics**

- Unit 1: Industrial controls overview
  - Introduction to industrial control systems
  - Interfacing devices
  - Thyristors
- Unit 2: Controllers
  - Controller operation
- Unit 3: Electric Motors
  - DC motors
  - AC motors
  - Servo motors
- Unit 4: Variable speed drives
  - DC drives
  - AC drives
- Unit 5: Process control and instrumentation
  - Pressure systems
  - Temperature controls
  - Process control methods
  - Instrumentation symbology
  - Instrumentation calibration
- Unit 6: Detection sensors
  - Detection sensors and interfacing
  - Wireless technology



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): December 2020  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 216                                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Number of Credits:</b> <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Course Full Title:</b> Automation and Control Systems Project                                                                                                                                                                                                                                                                                                                                                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Course Short Title:</b> Automation Project                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                     |          | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Calendar Description:</b><br>Apply knowledge gained in the program to design, construct, and demonstrate a fully functional application-based automated system. Projects contain elements and components in pneumatics controls, robotic arm manipulation, PLC programming, sensors, actuators, and microcontrollers.                                                                                                                                                     |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                            |          | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Winter only</b><br>Maximum enrolment (for information only): <b>20</b> |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>0</b></td> </tr> </table> |          | Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                            | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>0</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                    | 60       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                  |          | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |          | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |          | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |          |                                                                                               |  |

**ELTR 216**
**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. Construct a fully automated system and apply it to a real-world application model.
2. Integrate various sensors for specific tasks.
3. Control actuators such as motors, and solenoid valves.
4. Integrate industrial PLC into automated system.
5. Integrate robotic arm into an automated process.
6. Work in teams.

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

|          |     |           |     |   |
|----------|-----|-----------|-----|---|
| Project: | 50% | Lab work: | 50% | % |
|          | %   |           | %   | % |

**Details:**

Project must include elements of pneumatics, sensors, PLC, and robotic arm. Specific interaction of the elements will be determined by the project selected by the students.

**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.)*

Student-directed lab work with guidance from faculty.

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

| Type | Author or description | Title and publication/access details | Year |
|------|-----------------------|--------------------------------------|------|
| 1.   |                       | No text is required.                 |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |
| 4.   |                       |                                      |      |
| 5.   |                       |                                      |      |

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

Specifications for the project will be derived from student project interest and/or from collaboration with related industry. This is a capstone project.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2022  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2028  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 217                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                               |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Robotics<br><b>Course Short Title:</b> Robotics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will learn to install, commission, program, and operate a 6-axis robotic arm. This course also covers safety and integration of robotic arms into industrial and automated processes.                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Winter only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20 | Supervised laboratory hours (science lab) | 25 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**ELTR 217**

**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. Explain dynamics and operation parameters of a basic robotic arm up to 7 degrees of freedom.
2. Select and specify robots for specific applications and environment.
3. Install and commission robotic arms.
4. Write new programs and update existing programs for controlling robotic arms.
5. Implement safety measures for robotic arm operation.
6. Integrate robotic arms into new or existing automation or industrial process.

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

|             |     |           |     |              |     |
|-------------|-----|-----------|-----|--------------|-----|
| Final exam: | 15% | Lab work: | 50% | Assignments: | 35% |
|             | %   |           | %   |              | %   |

**Details:**

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

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

Lecture and lab with occasional guest lecturer.

**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.   | No text required.     |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |
| 4.   |                       |                                      |      |
| 5.   |                       |                                      |      |

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

**Course Content and Topics**

- Structure and function of a robot system
- Moving a robot
- Starting up a robot
- Executing robot programs
- Working with program files
- Creating and modifying programmed motions
- Using technology packages
- Configuration of programming of external tools
- Introduction to expert level
- Using logic functions, control functions, variables, and declarations



ORIGINAL COURSE IMPLEMENTATION DATE: September 2020  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2026  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 230                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Electrical Machines: Principles, Application, and Control                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Electrical Machines                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Learn and practice common motor controls methods, common motors, and actuators including DC motors. Learn motor controls and related issues such as noise, shielding and isolation, and variable speed drives. Gain knowledge of pumps, compressors, and mechanical drives. Understand motor applications through common use in agriculture.                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                      |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Supervised laboratory hours (science lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                         | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                           |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**ELTR 230**

**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. Interface with motors and actuators.
2. Test various motor control methods, DC, single phase, and 3 phase systems.
3. Investigate the operation and setup of generators and power generation.
4. Investigate the operation and setup of pumps compressors and mechanical drives commonly used in agriculture.
5. Explore the fundamentals of electrical controls and control components including starters troubleshooting techniques, various protective devices, schematics, and diagrams.
6. Analyze function and operation, troubleshoot variable speed drives.
7. Analyze motors applications through common use in agriculture.

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

|                |     |           |     |   |
|----------------|-----|-----------|-----|---|
| Quizzes/tests: | 30% | Lab work: | 70% | % |
|                | %   |           | %   | % |

**Details:**

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

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

Lecture and lab work

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

| Type        | Author or description | Title and publication/access details      | Year |
|-------------|-----------------------|-------------------------------------------|------|
| 1. Textbook | Miller, R.            | Industrial Electricity and Motor Controls | 2014 |
| 2.          |                       |                                           |      |
| 3.          |                       |                                           |      |
| 4.          |                       |                                           |      |
| 5.          |                       |                                           |      |

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

**Course Content and Topics**

- Switches, magnetism, solenoids, and relays
- Electric motors, motor control and protection, 3 phase controllers, and drives
- Transformers, power generation, and power distribution systems
- Troubleshooting and maintenance
- Timers, sensors, solenoids, and valves
- Motor starting methods and solid-state reduced voltage starters
- Speed control and monitoring

**Memo for Course Changes**

To: Applied & Technical Studies Faculty Council

From: Trevor Murray, ATS Curriculum Committee Chair

Date: November 2, 2023

**Subject: Proposal for revision of ELTR 220 – Statistics for Electronics**

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

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

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

2. Rationale for change:

- a) Since the program has no calculus-related prereqs, the course curriculum should compensate for needed math concepts.
- b) The course should be tailored to fit into the Electronics technical theme of the program to make better sense.
- c) MATLAB is a powerful application in Engineering, which will benefit students in this course and their future technical endeavors.

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

The changes made will not change the learning.

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 Technology program area was consulted regarding the proposed changes. Since consultation with the Math department was made when the course was initially created, and since our changes

were intended to adapt content without changing the learning objectives, we chose not to consult with them this time.

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 \(UNDRIP\)](#).
7. This course removes the entrance requirement barrier of a formal calculus-related math pre-req, instead making space to provide program learning outcome specific math skills. The course provides students with applied, practical skills training that meets the specific program learning needs of the program and needs of employers in their communities and beyond through community-aligned and community-based learning that ensures relevance and reach. PLAR (prior learning recognition supports access for learners with equivalent work and life experience (non-formal educational backgrounds.) How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

See above.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

N/A

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

All course materials are freely available online, the related slides are provided, and the school has already purchased the MATLAB application license.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2020  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ELTR 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Statistics for Electronics                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Statistics for Electronics                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Electronics                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An introduction to the theory and practice of statistics and probability for engineering. First, the concepts of function, limit, continuity, differentiation, and integration are revisited. Students are then taught the concepts of survey sampling and graphical and numerical descriptive statistics. Students will also learn to work with the MATLAB application's statistical toolbox in the lab part of the course.                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | ELTR 100, ELTR 130, ELTR 150, and ELTR 190.                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Fall only</b><br>Maximum enrolment (for information only): <b>20</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Supervised laboratory hours (computer lab) | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of approval:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> December 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**ELTR 220**

**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. Analyze and solve engineering technology/applied science problems applying statistics and statistical processes.
2. Organize data collection, specifying sampling methods, collecting, evaluating, and reporting data.
3. Solve basic problems involving probability and conditional probability including total law of probability, Bayes Theorem.
4. Develop sampling distributions, utilizing normal probability distribution and central limit theorem.
5. Compare and analyze distribution of discrete and continuous random variables.
6. Conclude confidence intervals for population mean and population proportion then determine and/or utilize relationships with respect to sample size and population variability.
7. Use MATLAB application to write statistical simulation programs.

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

|              |     |                |     |  |
|--------------|-----|----------------|-----|--|
| Final exam:  | 40% | Quizzes/tests: | 20% |  |
| Assignments: | 20% | Lab work:      | 20% |  |

**Details:**

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

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

Lectures and Lab

**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 | Douglas C. Montgomery | Applied Statistics and Probability for engineers | 2002 |
| 2.          |                       |                                                  |      |
| 3.          |                       |                                                  |      |
| 4.          |                       |                                                  |      |
| 5.          |                       |                                                  |      |

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

**Course Content and Topics**

- Probability
- Discrete random variables and their probability distributions
- Continuous random variables and their probability distributions
- Random sampling and data description
- Simple linear regression and correlation analysis
- Statistical quality control

**Memo for Program Changes**

To: Applied & Technical Studies Faculty Council  
From: Trevor Murray, ATS Curriculum Committee Chair  
Date: November 2, 2023

**Subject: Program change – Electronics Technician Certificate****1. Summary of changes (select all that apply):**

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: [Calendar Copy correction](#)

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

[Our current calendar copy incorrectly lists graduation requirements as “70% pass/fail”. However, all of the \(approved\) course outlines list “letter grades” as the grading system. Course instructors and OReg are already treating all Technology program classes as letter grades, not CR/NCR courses, however the calendar copy creates confusion and concern for students.](#)

**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 program provides students with applied, practical skills training that meets the needs of employers in their communities and beyond through community-aligned and community-based learning that ensures relevance and reach. PLAR \(prior learning recognition\) supports access for learners with equivalent work and life experience \(non-formal educational backgrounds.\)](#)

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

[N/A](#)

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
*Students will have access to accurate and consistent information about the program. This will remove a potential source of stress/anxiety for students trying to keep track of what is expected for successful completion of the program.*
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?  
*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.

TO: Samantha Hannah, Chair, Undergraduate Education Committee  
Amanda Grimson, UEC Assistant/Calendar Editor

FROM: Teresa Kisilevich, Dean  
Faculty of Applied and Technical Studies

SUBJECT: Program Change – Electronics Technician Certificate

DATE: February 12, 2024

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At the November 9, 2023, Faculty Council meeting the following motion was presented and carried via an online vote that took place from December 7-14, 2023:

**MOTION:** *that the program changes for the Automation and Robotics Diploma, Digital Manufacturing Diploma, Electronics Technician Certificate, and Course Outlines be approved as circulated.*

**Moved** by Trevor Murray, **Seconded** by Jamie Ubell. **Carried.**

As Dean, I support the proposed changes to the Electronics Technician Certificate. By creating two direct-entry diplomas with a common first year (i.e. the current Electronics Technician Certificate), we will potentially remove funding barriers for those students who may only have access to funding for a single credential. Additionally, creating direct-entry diplomas may make these programs more marketable to both domestic and international students looking for two-year programs.

I have reviewed the budgetary implications of this proposal and have concluded that there will be little impact in the immediate future. Any full-time faculty requests identified with future increased FTEs will be handled according to UFV budgetary policy and procedures.

## Electronics Technician certificate

### Entry-level ~~trades~~ technology training

The Electronics Technician certificate program is designed to prepare people with no electronics background for a range of entry-level technical service positions.

The program provides the prerequisite knowledge for advanced electronic technician specialty programs at post-secondary institutions throughout British Columbia and around the world. This includes UFV's Automation and Robotics Technician and Digital Manufacturing diploma programs. All courses required in this program are also included in UFV's Automation and Robotics Technician and Digital Manufacturing diploma programs.

Graduates will have fundamental skills and knowledge in analyzing, troubleshooting, repairing, and constructing analog and digital circuits. They will also have experience designing, prototyping, constructing and testing electronic systems using industry standard design software and circuit board manufacturing practices.

...

### Program requirements

~~Students must complete all requirements with a grade of 70% or better to receive a Credit (CR) grade in order to graduate.~~

Students who do not ~~receive a Credit (CR) grade in all required areas~~ successfully complete all courses by the program end date, may apply to their instructor for re-entry into the program. Students who reapply may register as upgrading students and must complete all program requirements no later than the program end date of the following year. See **Upgrading** section for more details.

### Attendance and conduct

Unacceptable academic performance may, at the discretion of the instructor, include poor attendance, slow progress in theory and practical tasks, and/or lack of satisfactory participation in class activities. See UFV's [Attendance policy \(62\)](#).

Applied and Technical Studies students are expected to conduct themselves in a mature and responsible manner, and will be held responsible for their actions, whether acting alone or in group. See UFV's [Student Academic Misconduct policy \(70\)](#) and [Safe Student Learning Community policy \(204\)](#).

### **Withdrawal**

Student-initiated withdrawal (discontinuing)

If a student wishes not to continue, they will need to initiate a withdrawal at the Office of the Registrar.

### **Required to withdraw**

Failed grades may result in withdrawal from the program. Students may be required to withdraw from a course or program for failing to comply with attendance, conduct, or program policies, or UFV policies including: [Attendance policy \(62\)](#), [Student Academic Misconduct policy \(70\)](#), [Safe Student Learning Community policy \(204\)](#).

### **Upgrading**

The upgrading program allows those currently or recently employed in the industry to complete their certificate requirements or to become proficient in specific processes or techniques.

An upgrading student will be enrolled for no more than 13 weeks. Upgrading students will not displace anyone registered in the next intake.

Upgrading students are expected to meet program prerequisites through previous enrolment or proof of industry experience approved by the program instructor.

### **Readmission**

Students who begin a Trades program, but withdraw before completing the program, may contact the department to request re-entry to the program provided their absence is less than two years. Re-entry is conditional based on space availability and instructor permission, and if the curriculum has not changed.

Students who are absent for more than one year will be required to apply for readmission. An application for admission form and application fee will be required.

**Graduation requirements**

[To be eligible to graduate, students must achieve a minimum GPA of 2.00 in all required courses.](#)

Students must apply for graduation in the first month of their final semester. Visit the [Graduation webpage](#) for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year.

**Memo for Program Changes**

To: Applied & Technical Studies Faculty Council  
From: Trevor Murray, ATS Curriculum Committee Chair  
Date: November 2, 2023

**Subject: Program change – Automation and Robotics 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: [Program to be designated as direct entry](#)

**2. Rationale for change(s):** [Currently, students wanting to complete the Automation and Robotics diploma must complete the Electronics Technician certificate before they can be admitted to this program. The Faculty of Trades and Applied Technical skills believe that this creates a perceived program entry barrier for students. Instead, we would like to enable students \(particularly International Students\) to apply directly for the Automation and Robotics diploma which is a two-year program while maintaining the option of leaving after the first year with a UFV credential for students who choose to do so for whatever reason. Designating the Automation and Robotics diploma, as a direct entry credential should do the following:](#)

- [a. Increase enrolment into the Automation and Robotics diploma.](#)
- [b. Increase accessibility to the Automation and Robotics diploma for international students.](#)
- [c. Make the pathway into the diploma program easier to navigate.](#)
- [d. Consolidate resources. As it stands the Automation and Robotics diploma, Automation and Robotics diploma and Electronics Technician certificate share a common-core first year structure.](#)
- [e. Reduced application fees for students. Under the current structure students on the diploma pathway pay application fees twice.](#)

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 program provides students with applied, practical skills training that meets the needs of employers in their communities and beyond through community-aligned and community-based learning that ensures relevance and reach. PLAR (prior learning recognition) supports access for learners with equivalent work and life experience (non-formal educational backgrounds.)

5. Will additional resources be required? If so, how will these costs be covered? **N/A**
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
**Removing barriers to admission through direct entry into programs creates better program accessibility for prospective students.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?  
**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.

TO: Samantha Hannah, Chair, Undergraduate Education Committee  
Amanda Grimson, UEC Assistant/Calendar Editor

FROM: Teresa Kisilevich, Dean  
Faculty of Applied and Technical Studies

SUBJECT: Program Change – Automation and Robotics Diploma

DATE: December 20, 2023

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At the November 9, 2023 Faculty Council meeting the following motion was presented and carried via an online vote that took place from December 7-14, 2023:

**MOTION:** that the program changes for the Automation and Robotics Diploma, Digital Manufacturing Diploma, Electronics Technician Certificate, and Course Outlines be approved as circulated.

**Moved** by Trevor Murray, **Seconded** by Jamie Ubell. **Carried.**

I fully support the proposed changes to the Automation and Robotics Diploma. The change to a Direct Entry diploma will remove barriers for students with access to funding for a single credential. As well, having a two-year diploma instead of a ladder certificate/diploma structure will make this program eligible for international students looking to apply for an education/work visa.

In consultation with UFV advisers, school district personnel, and other community members, we have opted to maintain the certificate as an exit option for students, if necessary.

I have reviewed the budgetary implications of this proposal. There will be little impact in the immediate future, and any full-time faculty requests identified with future increased FTEs will be handled according to UFV budgetary policy and procedures.

### Calendar Copy Template

**1. Faculty and department of program**

Technology program area, Faculty of Applied and Technical Studies

**2. Website** (*department, or program-specific if applicable*)

[https://www.ufv.ca/calendar/current/ProgramsR-Z/TRADES\\_AUTOMATION.htm](https://www.ufv.ca/calendar/current/ProgramsR-Z/TRADES_AUTOMATION.htm)

**3. Program title/credential**

Automation and Robotics Technician diploma

**4. Associated degree program** (*for major, minor, or extended minor only*)

N/A

**5. Program introduction/calendar description** (*brief description, usually 1-3 paragraphs*)

This diploma program builds on the Electronics Technician certificate to prepare students for careers in applied automated industries and control system applications. Graduates from this program are skilled trained technicians with abilities and confidence in building, maintaining, calibrating, and integrating automation and control systems in a wide variety of sectors, including agriculture, industrial manufacturing, and the oil and gas industry. ~~The UFV program utilizes agricultural settings as a platform to introduce students to real-world automation and control systems applications.~~ This program complies with national and international technology accreditation guidelines, and provides a balance between academic and practical technical experience.

~~Students who have completed the Electronics Technician certificate are given registration priority.~~

**6. Entrance requirements**

Secondary school graduation is strongly recommended for career success. In addition to UFV's general university admission requirements, which include the English language proficiency requirement, students must meet the following entrance requirements for admission.

1. One of the following:

B.C. secondary school graduation or equivalent.

Mature student status (19 years or older).

2. One of the following:

Completion of any Mathematics 10 (or higher grade) or equivalent (including Foundations of mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, or MATH 076) with a grade of C or better.

Successful completion of a UFV trades math entrance exam.

Note: Students who have not been in any schooling for more than three years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

3. One of the following:

Completion of English Studies 12 or English First Peoples 12 (see Note) with a grade of C or better.

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.

UFV CPT (Composition Placement Test) — score of 41 or higher.

TOEFL iBT score of 80 with no section below 19.

Completion of any other test score or course grade listed in the Entry-level post-secondary English language proficiency standards.

**7. When to apply** (*either specific intake or continuous application, if applicable*)

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See Continuous application process for more information.

**8. How to apply**

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply). Applicants currently in Grade 12 may apply during their Grade 12 year. A statement from the school counsellor or principal, indicating that they are likely to meet graduation requirements by June, must be presented. A transcript showing evidence of meeting the entrance requirements will be required in order to be offered a seat.

2. Applicants who do not meet the math entrance requirement can book a testing date for the UFV trades math entrance exam online at [ufv.ca/trades/entrance-exam](http://ufv.ca/trades/entrance-exam).

3. Applicants who do not meet the English language entrance requirement will be given the opportunity to meet the English requirement through Adult Basic Education, English Language Studies, and/or the University Foundation certificate.

4. Read the program description and information carefully. For more information, please contact the Trades & Technology Centre at 604-847-5448 or [trades@ufv.ca](mailto:trades@ufv.ca).

5. Prior to classes starting, applicants will be notified by telephone or email of the registration procedures. Applicants who cannot be reached after three attempts will be removed from the waitlist.

**9. Basis for admission decision** (*specify either competitive or non-competitive admission*)

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

**10. Fees and additional costs** *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

See the Fees and Other Costs section.

**11. Program duration and total number of credits**

The program takes place over four semesters during which a total of 62 credits will be taken.

**12. Location** *(if applicable)*

Courses are offered at the Chilliwack Trades & Technology Centre campus.

**13. Program outline** *(courses to be completed)*

| Course   | Title (full titles as listed on official course outlines)        | Credits |
|----------|------------------------------------------------------------------|---------|
| CMNS 125 | Communicating Professionally to Academic and Workplace Audiences | 3       |
| ELTR 100 | Electrical Network Analysis: Direct Current                      | 3       |
| ELTR 105 | Electrical network Analysis: Alternating Current                 | 3       |
| ELTR 110 | Electronics Manufacturing Practices                              | 3       |
| ELTR 130 | Digital Logic Systems                                            | 3       |
| ELTR 140 | Introduction to Engineering Graphics                             | 3       |
| ELTR 150 | Solid State Electronic Devices                                   | 3       |
| ELTR 160 | Project Management Methodologies and Impacts for Electronics     | 3       |
| ELTR 180 | Networks and Data Communications                                 | 3       |
| ELTR 190 | Electronics Capstone Project                                     | 3       |
| ELTR 201 | Hydraulic and Pneumatic Control Systems                          | 3       |
| ELTR 202 | Microcontrollers I                                               | 3       |
| ELTR 211 | Programmable Logic Controllers I                                 | 3       |
| ELTR 214 | Control Systems                                                  | 5       |
| ELTR 216 | Automation and Control Systems Project                           | 3       |
| ELTR 217 | Robotics                                                         | 3       |
| ELTR 220 | Statistics for Electronics                                       | 3       |
| ELTR 230 | Electrical Machines: Principles, Application, and Control        | 3       |
| ELTR 252 | Microcontrollers II                                              | 3       |
| ELTR 261 | Programmable Logic Controllers II                                | 3       |

**14. Specializations or options of the program** *(if applicable)*

N/A

**15. Program regulations** *(standard policies apply unless superseded by program-specific regulations)*

Standard policies as applied to letter-grade courses/programs.

**Memo for Program Changes**

To: Applied & Technical Studies Faculty Council

From: Trevor Murray, ATS Curriculum Committee Chair

Date: November 2, 2023

**Subject: Program change – Digital Manufacturing Diploma**

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

- ☐ Program revision that requires new resources
- ☐ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: [Program to be designated as direct entry](#)

2. Rationale for change(s): [Currently, students wanting to complete the Digital Manufacturing diploma must complete the Electronics Technician certificate before they can be admitted to this program. The Faculty of Trades and Applied Technical skills believe that this creates a perceived program entry barrier for students. Instead, we would like to enable students \(particularly International Students\) to apply directly for the Digital Manufacturing diploma which is a two-year program while maintaining the option of leaving after the first year with a UFV credential for students who choose to do so for whatever reason. Designating the Digital Manufacturing diploma, as a direct entry credential should do the following:](#)

- [a. Increase enrolment into the Digital Manufacturing diploma.](#)
- [b. Increase accessibility to the Digital Manufacturing diploma for international students.](#)
- [c. Make the pathway into the diploma program easier to navigate.](#)
- [d. Consolidate resources. As it stands the Digital Manufacturing diploma, Automation and Robotics diploma and Electronics Technician certificate share a common-core first year structure.](#)
- [e. Reduced application fees for students. Under the current structure students on the diploma pathway pay application fees twice.](#)

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 program provides students with applied, practical skills training that meets the needs of](#)

employers in their communities and beyond through community-aligned and community-based learning that ensures relevance and reach. PLAR (prior learning recognition) supports access for learners with equivalent work and life experience (non-formal educational backgrounds.)

5. Will additional resources be required? If so, how will these costs be covered? **N/A**
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?  
**Removing barriers to admission through direct entry into programs creates better program accessibility for prospective students.**
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?  
**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.

TO: Samantha Hannah, Chair, Undergraduate Education Committee  
Amanda Grimson, UEC Assistant/Calendar Editor

FROM: Teresa Kisilevich, Dean  
Faculty of Applied and Technical Studies

SUBJECT: Program Change – Digital Manufacturing Diploma

DATE: December 20, 2023

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At the November 9, 2023 Faculty Council meeting the following motion was presented and carried via an online vote that took place from December 7-14, 2023:

**MOTION:** that the program changes for the Automation and Robotics Diploma, Digital Manufacturing Diploma, Electronics Technician Certificate, and Course Outlines be approved as circulated.

**Moved** by Trevor Murray, **Seconded** by Jamie Ubell. **Carried.**

I fully support the proposed changes to the Digital Manufacturing Diploma. The change to a Direct Entry diploma will remove barriers for students with access to funding for a single credential. As well, having a two-year diploma instead of a ladder certificate/diploma structure will make this program eligible for international students looking to apply for an education/work visa.

In consultation with UFV advisers, school district personnel, and other community members, we have opted to maintain the certificate as an exit option for students, if necessary.

I have reviewed the budgetary implications of this proposal. There will be little impact in the immediate future, and any full-time faculty requests identified with future increased FTEs will be handled according to UFV budgetary policy and procedures.

### **Calendar Copy Template**

**1. Faculty and department of program**

Technology program area, Faculty of Applied and Technical Studies

**2. Website** (*department, or program-specific if applicable*)

(All text – with the exception of introduction/description and course list – are identical to Automation & Robotics diploma)

**3. Program title/credential**

Digital Manufacturing diploma

**4. Associated degree program** (*for major, minor, or extended minor only*)

N/A

**5. Program introduction/calendar description** (*brief description, usually 1-3 paragraphs*)

The Digital Manufacturing diploma prepares you to work with digital-based equipment, methods, techniques, and materials as either an entry-level generalist or as a specialist within a previously acquired discipline.

As part of the Digital Manufacturing program, you take a series of intensive courses divided over four standard semesters. The nature of the topics and learning methods involve extended periods on project-related tasks, allowing flexibility to include topics of interest.

**6. Entrance requirements**

Secondary school graduation is strongly recommended for career success. In addition to UFV's general university admission requirements, which include the English language proficiency requirement, students must meet the following entrance requirements for admission.

1. One of the following:

B.C. secondary school graduation or equivalent.

Mature student status (19 years or older).

2. One of the following:

Completion of any Mathematics 10 (or higher grade) or equivalent (including Foundations of mathematics, Pre-calculus, Apprenticeship and Workplace Mathematics, MATH 072, or MATH 076) with a grade of C or better.

Successful completion of a UFV trades math entrance exam.

Note: Students who have not been in any schooling for more than three years are strongly advised to take the recommended mathematics assessment test to determine level of preparedness. The assessment test may identify areas that require strengthening to optimize the opportunities for program success. In most cases, upgrading can be taken simultaneously with the program.

3. One of the following:

Completion of English Studies 12 or English First Peoples 12 (see Note) with a grade of C or better.

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, IB English A (standard level or higher level), or out-of-province equivalent.

UFV Accuplacer Reading comprehension score of 80 or better, together with Accuplacer WritePlacer score of 6 or better on the 8-point scale.

UFV CPT (Composition Placement Test) — score of 41 or higher.

TOEFL iBT score of 80 with no section below 19.

Completion of any other test score or course grade listed in the Entry-level post-secondary English language proficiency standards.

**7. When to apply** *(either specific intake or continuous application, if applicable)*

Applications are accepted on a continuous basis throughout the year. Qualified applicants are considered for the next intake in which there is space. See Continuous application process for more information.

**8. How to apply**

1. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply). Applicants currently in Grade 12 may apply during their Grade 12 year. A statement from the school counsellor or principal, indicating that they are likely to meet graduation requirements by June, must be presented. A transcript showing evidence of meeting the entrance requirements will be required in order to be offered a seat.

2. Applicants who do not meet the math entrance requirement can book a testing date for the UFV trades math entrance exam online at [ufv.ca/trades/entrance-exam](http://ufv.ca/trades/entrance-exam).

3. Applicants who do not meet the English language entrance requirement will be given the opportunity to meet the English requirement through Adult Basic Education, English Language Studies, and/or the University Foundation certificate.

4. Read the program description and information carefully. For more information, please contact the Trades & Technology Centre at 604-847-5448 or [trades@ufv.ca](mailto:trades@ufv.ca).

5. Prior to classes starting, applicants will be notified by telephone or email of the registration procedures. Applicants who cannot be reached after three attempts will be removed from the waitlist.

**9. Basis for admission decision** *(specify either competitive or non-competitive admission)*

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

**10. Fees and additional costs** *(a link to the general fees section of the calendar will be included; specify additional costs such as materials, fieldtrips, studio supplies, textbook costs, uniforms, software, etc.)*

See the Fees and Other Costs section.

**11. Program duration and total number of credits**

The program takes place over four semesters during which a total of 60 credits will be taken.

**12. Location** *(if applicable)*

Courses are offered at the Chilliwack Trades & Technology Centre campus.

**13. Program outline** *(courses to be completed)*

| <b>Course</b> | <b>Title</b> (full titles as listed on official course outlines) | <b>Credits</b> |
|---------------|------------------------------------------------------------------|----------------|
| CMNS 125      | Communicating Professionally to Academic and Workplace Audiences | 3              |
| ELTR 100      | Electrical Network Analysis: Direct Current                      | 3              |
| ELTR 105      | Electrical network Analysis: Alternating Current                 | 3              |
| ELTR 110      | Electronics Manufacturing Practices                              | 3              |
| ELTR 130      | Digital Logic Systems                                            | 3              |
| ELTR 140      | Introduction to Engineering Graphics                             | 3              |
| ELTR 150      | Solid State Electronic Devices                                   | 3              |
| ELTR 160      | Project Management Methodologies and Impacts for Electronics     | 3              |
| ELTR 180      | Networks and Data Communications                                 | 3              |
| ELTR 190      | Electronics Capstone Project                                     | 3              |
| DMFG 201      | 3D Modelling                                                     | 3              |
| DMFG 202      | Material Science and Technology                                  | 3              |
| DMFG 203      | Design for Manufacturing                                         | 3              |
| DMFG 205      | Computer Numerical Controlled Machinery                          | 4              |
| DMFG 207      | Fabrication Technology                                           | 2              |
| DMFG 210      | Project Studio                                                   | 15             |

**14. Specializations or options of the program** *(if applicable)*

N/A

**15. Program regulations** *(standard policies apply unless superseded by program-specific regulations)*

Standard policies as applied to letter-grade courses/programs.

**Memo for New Course**

To: CACC, UEC

From: Heather Davis-Fisch, SOCA Director

Date: May 18, 2023

**Subject: Proposal for new course VA 195: Indigenous Arts Certificate Experiential Learning**

*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 Indigenous Arts Certificate follows a cohort-based model, with students taking 12 of the program's 30 credits as a cohort. VA 195 provides the opportunity for the cohort to remain cohesive through experiential learning opportunities throughout the program. The course has also been deliberately designed to allow the program to be responsive to student needs and interests. The specific experiences included in the three iterations of VA 195 will be determined after each cohort of students applies for the program and will be based on the students' expressed interests, opportunities for community-engaged and culturally engaged learning that are available in a given semester, and program needs. VA 195 could focus on cultural experiences, such as the place names tour, or on a specific area of artistic practice (e.g. carving, beading, weaving, digital media technologies, storytelling).***

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

| Course LO                                                                                                                                            | Program LO                                                                                                                                         | ILO                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Demonstrate how creative processes can be used express their identity and their relationships to land/place and culture                              | Use artistic creation to express their identity as Indigenous people and their relationship to land, place, and their cultural and political views | Analyze critically and imaginatively            |
| Contribute to a collaborative learning environment                                                                                                   | Contribute to a collaborative learning environment                                                                                                 | Engage in collaborative leadership              |
| Demonstrate critical engagement with Indigenous issues, such as rights, histories, politics, resurgence, cultural identity, and cultural reclamation | Create art that is critically engaged with Indigenous rights, histories, politics, resurgence, and cultural reclamation                            | Contribute regionally and globally              |
| Give and receive feedback in a generative manner                                                                                                     | Give and receive feedback in a generative manner                                                                                                   | Engage in respectful and professional practices |

|                                                                                 |                                                                 |                                                    |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------|
| Confidently engage with artistic and/or cultural practices that are new to them | Confidently engage with artistic practices that are new to them | Pursue self-motivated and self-reflective learning |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------|

3. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? No.
4. Which program areas have been consulted about the course? This course was developed as part of the redesign of the Indigenous Arts Certificate. Through this process, we consulted with all areas of the creative arts curriculum committee (AH, CMNS, FILM, GDD, MACS, MEDA, THEA, VA). In addition, we met with the Director of the Indigenous Student Centre, the Teaching and Learning Indigenization Specialist, the Registrar, the Indigenous Studies department, and the COA Dean's office.
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 \(UNDRIP\)](#).

The course, as a core requirement of the Indigenous Arts Certificate, contributes to UFV's furthering of articles 11 (Indigenous peoples have the right to practise and revitalize their cultural traditions and customs) and 5 (Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions), of UNDRIP, by providing the opportunity for Indigenous students to learn about, practice, and strengthen their cultural traditions and contribute to their nations' institutions. Indigenous instructors, cultural knowledge keepers, and guest artists, selected by the program's faculty coordinator and faculty, will contribute to the determination of course content, assessment, topics, and delivery methods.

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 the focus of each iteration of the course. The nature of this course, including that it is credit/non-credit and emphasizing experience and participation, the assignments, delivery methods, etc. within the various iterations of the course will likely de-emphasize forms of knowledge transmission and assessment linked to historical forms of privilege.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

This course will be offered as needed, but at least three separate times for each cohort of the certificate. If student demand and resources allow, students may have choices of creative workshop modules in a given semester (e.g. choice between carving and beading, with the full cohort of students coming together to share their work); during other semesters, all students in the cohort might participate in a

field experience together. We are working with our dean's office to seek funding to offset costs of fieldtrips and materials.

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> VA 195                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Course Full Title:</b> Indigenous Arts Experiential Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Course Short Title:</b> Indigenous Arts Exp Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Visual Arts                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Calendar Description:</b><br>In this experiential course, students in the Indigenous Arts certificate participate in learning opportunities with artists and cultural knowledge keepers, enhancing their understandings of art practice and/or Indigenous ways of knowing, being, and creating. The focus and scheduling of the course is responsive to student interests, program needs, and artists' availability.<br><br>Note: This course is offered with different letter designations (C, D, and E). Students in the Indigenous Arts certificate take VA 195 three times during their program. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | Admission into the Indigenous Arts certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>25</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Experiential (cultural/elder learning or participation)</td> <td style="width: 20%; text-align: center;">15</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>15</b></td> </tr> </table>                                                                             |           | Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                            | 15 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>15</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>This is an experiential course. |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>15</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> May 9, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                               |  |

VA 195

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. Demonstrate how creative processes can be used express their identity and their relationships to land/place and culture.
2. Contribute to a collaborative learning environment.
3. Demonstrate critical engagement with Indigenous issues, such as rights, histories, politics, resurgence, cultural identity, and cultural reclamation.
4. Give and receive feedback in a generative manner.
5. Confidently engage with artistic and/or cultural practices that are new to them.

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

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

**Details:**

Assignments will emphasize self-reflexivity, self-positioning, and creative expression. Assignments vary based on the focus of each iteration of the course.

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

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

Artistic demonstrations, field trips, discussion, in-class studio workshops, guest lecturers, presentations.

**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.   | Course material will vary by offering |                                      |      |
| 2.   |                                       |                                      |      |
| 3.   |                                       |                                      |      |
| 4.   |                                       |                                      |      |
| 5.   |                                       |                                      |      |

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

Students may need to purchase materials for assignments and projects.

**Course Content and Topics (these are a sample only, content and topics will vary)**

Carving:

- Protocols and cultural knowledge
- Selecting materials
- Carving techniques
- Finishing techniques
- Sharing work with others

Digital storytelling

- Introduction to different modes of digital storytelling (video/film, podcasting, electronic music, video games)
- Why use digital storytelling to tell Indigenous stories?
- Connecting digital storytelling to life experiences
- Selecting and exploring forms of digital media for use in storytelling
- Sharing stories and cultural protocols

Place-based approaches to creative practices

- Place name tour
- Reflection individually and as a play
- Creative project completed in studio, linking personal experiences and place name tour

**Memo for Program Changes**

To: CACC, UEC

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

Date: May 18, 2023

**Subject: Program change Indigenous Arts Certificate**

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

- ☒ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☒ Change to the majority of courses in an approved program
- ☒ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

The Indigenous Arts Certificate was suspended in 2019, after not being run for several years. The program has been revised to clarify the students it intends to serve (Indigenous students relatively new to their creative practices and new to post-secondary), to provide a general introduction to a range of artistic practices and ways of thinking of art in an Indigenous context (in contrast to how the program previously focused on a single specific artistic practice in each iteration), and to ladder seamlessly into other Creative Arts programs at UFV. The number of credits has increased from 18 to 30, to ensure that it is eligible for both band and provincial funding.

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

| Course(s) where learning outcomes are delivered | Program Learning Outcomes                                                                                                                          | Institutional Learning Outcomes                                                                                                               |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| VA 100, VA 195, electives, IPK 277              | Use artistic creation to express their identity as Indigenous people and their relationship to land, place, and their cultural and political views | Analyze critically and imaginatively<br><br>Initiate inquiries and develop solutions to problems<br><br>Use knowledge and skills proficiently |

|                                    |                                                                                                                         |                                                                                                                   |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| SOCA 100, SOCA 105, VA 100         | Communicate, orally and in writing, about their own and others' artistic practices                                      | Communicate effectively                                                                                           |
| Holistically, and in SOCA 105      | Articulate their creative interests and artistic goals                                                                  | Pursue self-motivated and self-reflective learning                                                                |
| VA 100, VA 195, electives          | Self-reflect on their creative process in ways that can enhance their abilities                                         | Pursue self-motivated and self-reflective learning                                                                |
| VA 100, VA 195                     | Contribute to a collaborative learning environment                                                                      | Engage in collaborative leadership                                                                                |
| SOCA 100, VA 100, IPK 102, IPK 277 | Create art that is critically engaged with Indigenous rights, histories, politics, resurgence, and cultural reclamation | Demonstrate information competency<br>Use knowledge and skills proficiently<br>Contribute regionally and globally |
| VA 100                             | Give and receive feedback in a generative manner                                                                        | Engage in respectful and professional practices                                                                   |
| VA 100, VA 195, electives          | Confidently engage with artistic practices that are new to them                                                         | Pursue self-motivated and self-reflective learning                                                                |

4. What consideration has been given to Indigenizing the curriculum?

The program is designed to further articles 11 (Indigenous peoples have the right to practise and revitalize their cultural traditions and customs) and 5 (Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions), of UNDRIP, by providing the opportunity for Indigenous students to learn about, practice, and strengthen their cultural traditions and contribute to their nations' institutions. Revising and relaunching this program is an important way that UFV can demonstrate its commitment to reconciliation, specifically as a response to the TRC's seventh Call to Action: eliminate educational and employment gaps. The SOCA and VA courses included in the program's requirements were designed by/with Indigenous faculty members in AH/FILM and VA.

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

Yes. The program will require additional sections of courses be offered (4 x 3 credit sections/cohort) in SOCA programs as well as additional seats in IPK courses. The program will require budgetary support in the form of a faculty coordinator, honorarium for guest artists, and costs of experiential learning and materials. SOCA and the Dean of Arts office have already established approximate resources/costs for the program and are working together to secure funding to run the program.

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

There are no students in the program, as it has been suspended for several years and was not offered for several years before that. The changes are expected to increase enrolment in the program.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

Yes and yes. See questions 2 and 5.

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.)

Students in the certificate will use seats in existing sections of IPK 102, IPK 277, and creative arts/Indigenous studies electives.

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.

Yes, the program includes one more IPK course than the previous program did; as the Indigenous Arts Certificate is fairly small, it will have a minimal impact on enrolment in IPK.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.



## MEMO

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**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: Indigenous Art Certificate, School of Creative Arts, College of Arts

**Date:** JANUARY 17, 2024

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget assessment of the proposed changes to the Indigenous Art Certificate.

The draft program costing shows a deficit. I am working with Advancement on donors' opportunities. Along with these efforts, I will work with Finance, the Provost, and XWEXWÍLMEXWAWT to identify strategies for absorbing the additional costs required by programs designed exclusively for Indigenous students.

I approve their submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie" followed by a stylized flourish.

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

**Indigenous Arts certificate: ~~Honouring Our Gifts~~**

In this 30-credit certificate, Indigenous students explore the relationship between creative arts practices from their own communities and cultures alongside wider issues concerning Indigenous rights, histories, politics, sovereignty, settler colonialism, and other pressing areas of interest. Students are introduced to a wide range of creative practices, including visual arts, digital media, film, and performance. Learning is experiential, including field trips, guest artists, and hands-on workshops.

In this program, Indigenous students have the opportunity to explore artistic practices that are connected to their identities while also using these practices as a way to learn about cultures and artists. The program situates Indigenous creative practices as contributing to resurgence and cultural reclamation. Students are introduced to critical Indigenous studies and will explore how Indigenous artists use their practices to address Indigenous issues. This program is designed for students who are discovering their gifts as artists and are new to post-secondary learning, although those who identify as more experienced artists or who have undertaken some post-secondary education already are encouraged to contact the program coordinator for more information about whether the program will meet their needs.

Upon successful completion of the certificate, students may apply to the Bachelor of Fine Arts, the Bachelor of Media Arts, the Visual Arts diploma, or the Theatre diploma.

This certificate is designed to provide learning about Indigenous art that is anchored in and built upon life experiences and collective wisdom of the participants. Its purpose is to teach and develop traditional and contemporary artistic skills to students of self-identified Indigenous ancestry, or persons with substantial ties to the Aboriginal community. It is also expected that successful completion of this certificate will provide existing artisans with the opportunity to honour their artistic gifts while learning the skills and knowledge necessary to further their professional practices.

The courses are designed to introduce and develop specific Indigenous-related techniques and design so that learners create works inspired by traditional and contemporary approaches with regard to customary protocols and applicable to their own cultural contexts. Knowledge of and skills in professional practices will be taught for the promotion of the Indigenous artist's work, through exhibitions and sales, thus enabling the artist to contribute to the promotion of their respective cultures.

The practical component of the certificate entails working with mentors who will be introduced through the visiting artist program running alongside the course work. Learners will be required to develop a professional portfolio and present their final project within a ceremonial/performative context in the community. This program is focused on a particular art practice (e.g. carving or textiles) that may change from year to year. Students will learn skills transferable to professional practice, including the roles of professional artist/designer, entrepreneur, and facilitator of cultural tourism.

**Entrance Requirements**

1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Submission of a portfolio package, including a letter of intent and samples of artwork. Details about portfolio package requirements will be provided to applicants after their application is processed by the Office of the Registrar and are listed on the School of Creative Arts website.

3. Entry-level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar. Students who do not meet the English language proficiency requirement may be admitted based on their letter of intent and samples of artwork on a case-by-case basis.
1. B.C. secondary school graduation or equivalent, or minimum 19 years of age before the first day of classes.
2. Attendance at an information session.
3. Students will be required to attend an interview.
4. Students will need to submit a portfolio at the interview, consisting of at least five current works.
5. Submission of letter of intent and letter of community support.
6. Preparedness and commitment to undertake the program of study.
7. Personal suitability of applicants will be assessed using a point-rating system. Points are awarded on portfolio, letters of support, letter of intent, and interview. This information will be covered at the information session.
8. Ability to substantiate strong ties to an Aboriginal community.
- 9-1. Applicants must meet the Entry-level English language proficiency requirement. For details on how this requirement may be met, see the English language proficiency requirement section of the calendar.

**When to apply**

Applications are accepted for entrance to the Fall semesters, in even-numbered years. For application deadlines, see **Specific intake application process**. Students planning to apply for funding from their bands should be aware that band funding deadlines may be earlier than UFV's deadlines and should plan accordingly.

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

**How to apply**

1. Before applying, applicants are strongly encouraged to attend a program information session, which will provide support for students preparing their portfolios. Information about program information sessions will be available on the School of Creative Arts website and from Advising.
2. Apply online at [ufv.ca/admissions/apply](http://ufv.ca/admissions/apply).

Additional documents required for a complete application:

- Proof of B.C. secondary school graduation or equivalent, if not 19 years of age or older.
- Official transcripts (or interim transcripts) from all post-secondary institutions attended showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the **Transfer Credit** section for details.
- 3. When their application has been processed by the Office of the Registrar, applicants will receive information on portfolio submission dates and a copy of the portfolio requirements. Applicants must submit a portfolio of recently created art works, a personal statement, and accompanying

documentation, as directed in the portfolio requirements. In their personal statement, students are asked to outline how they self-identify as an Indigenous person. Portfolio requirements are also available from the School of Creative Arts website. The portfolio is not due at the time of application, but must be submitted online for review in April for the Fall intake. An official letter of acceptance will be sent from the Office of the Registrar.

4. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the **Fees and Other Costs** section) and will be applied toward tuition fees.

#### **Basis for admission decision**

Applicants who meet entrance requirements and have a successful portfolio package review will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

#### **Fees and additional costs**

See the [Fees and Other Costs](#) section.

In addition to tuition, costs include books, supplies, housing, meals, transportation, and personal expenses. On average, students will pay \$2,500 tuition for the academic year. Books and additional supplies cost approximately \$600 per year. Prospective students are encouraged to make an appointment with Indigenous Student Centre staff to discuss funding options.

The UFV Financial Aid and Awards office facilitates the disbursement each year of approximately \$7 million in federal and provincial student loans, B.C. grants, bursaries, scholarships, and awards to UFV students.

#### **Program duration**

The program can be completed in two semesters of full-time study or on a part-time basis. Note that some required courses may only be offered once a year; students planning to complete the program part-time should follow a completion plan developed with the program advisor.

The Indigenous Arts certificate program is one year in duration. Although the program may be taken on a part-time basis, it requires students' full commitment. While in class, students are expected to participate in group discussions, preparatory research, field trips, end of certificate exhibition, and to meet project deadlines.

#### **Location**

Courses may be offered at either the Abbotsford or Canada Education Park campuses. Some elective courses may be available online. The program will be offered on the Abbotsford campus until facilities allow delivery in Chilliwack or Mission.

#### **Program outline**

| Course                  | Title                                              | Credits           |
|-------------------------|----------------------------------------------------|-------------------|
| <a href="#">IPK 102</a> | <a href="#">Introduction to Indigenous Studies</a> | <a href="#">3</a> |

|                                                       |                                                                                             |                                           |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------|
| IPK 277                                               | Indigenous Art: Stories and Protocols                                                       | 3                                         |
| <u>SOCA 100</u>                                       | <u>Ways of Seeing Art, Media, and Visual Culture</u>                                        | <u>3</u>                                  |
| <u>SOCA 105</u>                                       | <u>Ways of Writing about Art, Media, and Visual Culture</u>                                 | <u>3</u>                                  |
| <u>VA 100</u>                                         | <u>Introduction to Visual Arts</u>                                                          | <u>3</u>                                  |
| <u>VA 195 C, D, and E</u>                             | <u>Indigenous Arts Certificate Experiential Learning</u>                                    | <u>3 (1 credit each, 3 credits total)</u> |
| <u>Creative Arts and Indigenous Studies electives</u> | <u>Any AH, ENGL, FILM, GDD, HALQ, IPK, MACS, MEDA, SOCA, THEA, or VA courses (see Note)</u> | <u>12</u>                                 |
| <u>VA 140</u>                                         | <u>Indigenous Design and Technology: Special Topics-I</u>                                   | <u>3</u>                                  |
| <u>VA 141</u>                                         | <u>Indigenous Design and Technology: Special Topics-II</u>                                  | <u>3</u>                                  |
| <u>VA 142</u>                                         | <u>Indigenous Art and Design in Context</u>                                                 | <u>3</u>                                  |
| <u>VA 143</u>                                         | <u>Indigenous Arts and Professional Practices</u>                                           | <u>3</u>                                  |
| <u>Plus:</u>                                          | <u>One IPK or VA course</u>                                                                 | <u>3</u>                                  |

Note: Students planning to continue into a diploma or degree program should consult with the program advisor as they select elective courses.

### **Undergraduate continuance**

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

~~The academic standing of all students covered under this policy for courses where letter grades are assigned will be determined at intervals of nine credits at the start of students' academic careers and then at the end of every term after 27 credits have been completed. Students will be assessed after every term enrolled, but academic standing will only change at the intervals noted above. Students' academic standing will be permanently reflected on their student record and will appear on official and unofficial transcripts.~~

~~After each semester, students put on Academic Warning, Academic Probation, or Required to Withdraw status or who are continued on Warning or Probation will be notified by the Registrar.~~

~~For further details, see the Academic standing and undergraduate continuance section of the academic calendar. For assistance, see an Advisor or contact [advising@ufv.ca](mailto:advising@ufv.ca).~~

**~~Maximum length of time to complete program~~**

~~Students are allowed up to four consecutive years to complete program requirements. In the event that VA 141 and VA 142 special topics are not available in years subsequent to when the certificate was offered, these special topic courses may be completed as independent studies. Students must have already completed VA 140 in their first year of study.~~

**Residency**

Up to twelve credits may be transferred from other institutions to meet the Creative Arts and Indigenous Studies elective requirements. All other courses must be completed at UFV.

**Graduation requirements**

To be eligible to graduate, students must achieve a minimum cumulative GPA of 2.00 in all courses applied to the certificate.

**Course listings**

For complete details on courses see the [course descriptions](#) section.

**Memo for New Course**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair, and Alessandro Tarsia, HIST 227 Course designer

Date: December 4, 2023

**Subject: Proposal for new course HIST 227: History of Indigenous – Newcomer Relations in Canada.**

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

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

The course expands the department's offerings on Indigenous and post-colonial history. It offers an accessible survey of the First Nations/Métis/Inuit-newcomer relations in Canada from the 16<sup>th</sup> century to recent times. The history of Indigenous peoples' resilience in the face of three types of colonialism (exploitative, extractive, and settler) has largely been overlooked in the public education system yet plays fundamental economic, cultural, and political roles in today's Canada. Indeed, the course explores the historical reasons why the Canadian constitution acknowledges the existence of three diverse identities with different rights and titles – First Nations, Métis, and Inuit peoples. The course complements the existing "History 103: Stó:lō History" by adding a broader geographical and cultural context and "HIST 327: Settler-Indigenous Relations in New Zealand and Canada" by focusing on the Canadian side of the equation and with a chronological rather than thematic approach.

There are no pre-requisites for 100 and 200 lower-level history courses. Lower-level history courses are focused on introducing students to the history as a discipline, to the skills to be successful, and historical narratives, themes, and content. All lower-level history courses, therefore, are geared towards history beginners.

2. How the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the Institutional [Learning Outcomes](#) (ILOs):

The course assumes a crucial principle of the Program Learning Outcomes (PLOs) on both the content and delivery sides – "Indigenous ways of knowing are shaping the evolution of historical knowledge" about the past of Canada. New generations of Inuit, Métis, First Nations, and settler scholars and Knowledge Keepers are rethinking the content of Canadian history courses, contextualizing and critiquing "information from both primary and secondary sources" (PLOs). This enhances students' ability to identify their "information competency" (ILO 1). Regarding the delivery of the course, students can choose a creative project as an alternative to the research essay, extrapolating historical and scholarly sources in a mini-paper while creatively experimenting with the use of different materials and techniques in pieces of art, traditional handcrafting, presentations, or digital products according to their cultural understanding and imagination (ILO 2).

In active seminars, students identify their “biases and those expressed by others in oral, written, or digital form,” collaborating in small groups to coherently demonstrate ideas in an evidence-based process (PLOs). Students will “use knowledge and skills proficiently,” analyzing, reviewing, and communicating the content of primary sources (ILO 3 and 5). Active seminars are an opportunity to “engage in dialogue and debate” respectfully and using an inclusive lens (PLOs). Conversely, in field trip notes taken in actual places (within Coast Salish territories) or websites (about the entire Canadian territory), students will “recognize their own positionality and biases” (PLOs). The subjectivity of the field trip notes will “pursue self-motivated and self-reflective learning.” (ILO 6).

Students will produce an original research paper or mini-paper (accompanying the creative project) according to scholarly standards, contextualizing and critiquing “information from both primary and secondary sources” (PLOs). This process will inspire them to inquire about past and present trends in scholarly approaches to Indigenous-newcomer relations in Canada and where these studies might lead. Consequently, students will develop historical arguments at an undergraduate level (ILO 4).

The creative project is an alternative to the history paper where students will “apply diverse disciplinary practices and standards as appropriate to a variety of contexts from the academic to the public,” expressing their knowledge in a culturally driven way (PLOs). These endeavours will encourage written, oral, and digital creative research and reflective assessment of distinct aspects of Canadian history related to the narratives of Indigenous-newcomer relations (ILO 6).

Assessments and evaluations try to engage students where they are. They will engage in dialogues about the past Inuit, Métis, and First Nations’ relations with newcomers respectfully (PLOs). By respecting all perspectives (epistemologies and ontologies) and ways of knowing, the course will craft a pedagogy of slowness (I am southern Italian) that takes the time to support and care for students when discussing uncomfortable and potentially polarizing topics (ILO 8).

Eventually, the course encourages students to engage with the historical roots of contemporary and divisive issues about Indigenous peoples’ relations with newcomers (PLOs). Consequently, students will consider bringing their insight into social justice to their communities and transforming themselves and others (ILO 9).

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

The History Department recently established an Indigenous History requirement as part of its Major/Extended minor and this course will provide an additional opportunity for program students to complete this component of their degree. The class might also be considered for inclusion as an introductory course in the Indigenous Studies Major and Minor.

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

Indigenous Studies has been consulted. They will not add the course to their program but invite students to enroll.

5. 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 \(UNDRIP\)](#).

Decolonized and Indigenized content: The last reviewed edition of the textbook (Arthur Joseph Ray, *I Have Lived Here Since the World Began*) was published in 2014. The book is a Canadian survey of First nations/Métis/Inuit-newcomer relations history. Ray uses colonial and non-colonial historical sources to emphasize First Nations, Métis, and Inuit agency, leadership, and stewardship in Canadian history, according to chronologies that are meaningful to them rather than to the colonial agenda. The course offers online documentaries, expositions, and historical sources with or by Indigenous peoples, published by the National Film Board, museums, universities, and institutions. The course provides innovative scholarly perspectives, inviting students to engage with a wide range of First Nations, Métis, and Inuit historical sources. Students will criticize and decolonize persistent colonialist elements within the historiographical literature while creatively developing new interpretations and historical narratives. The course will help students use the colonial discipline of academic history to help Indigenous peoples fight against settler colonial policies in courts of law and treaty negotiations.

Decolonized and Indigenized delivery:

Students can use their family history related to the course topics as primary sources for their assignments. They will develop new and unique approaches and creative thinking in active seminars and assignments. Students are at the centre of a circle of reciprocity with the primary and secondary sources and the instructor. In class, students will discuss and evaluate their assignments in small groups. They will read and interpret Indigenous primary sources from the past, looking for diverse intersectional points of view related to ethnicity, gender/sexual orientation, religion/spirituality, and class. Students can choose a creative project as an alternative to the research paper, creating their own design, artwork, audio, video, or text according to their culture, ideas, emotions, and sensibilities.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - The course aims to build an inclusive and caring community where all students are respected and valued for who they are in their distinctive ways, feeling safe and belonging to the community. This goal will be expressly discussed with students early in the term. Course expectations will be outlined to facilitate this goal. The class community will uphold an inclusive pronoun statement.
  - The course instructions, lessons, and resources will be available online for the students in accessible formats through Blackboard Ally. The course will be published in asynchronous mode for students who cannot access classes or prefer remote learning. The lessons' presentations will pair the instructor's words (as text) with tagged and referenced historical pictures, graphics, and maps. Lessons will be available for view or download in PDF, video, and audio formats optimized for accessibility. Students can choose between actual or online field trips to accommodate diverse

cultural and mobility needs. Furthermore, they can research physical or online digitalized archives and libraries.

- In the classroom, active seminars will include small-group activities where each student can actively shape their experiences. They can enroll as seminar leaders, speaking to the entire class or contributing to the discussion within the group according to their own emotions and sensibilities.
- Two low-stakes written assignments (Field Trip Notes and a Research Proposal) early in the term will allow the instructor to provide personalized feedback and set goals for future assignments based on the strengths and abilities of each student.
- As a survey of Indigenous Canada, the course allows students to explore cultures, experiences, and expressions from different places and times distant from ours, connecting local Stó:lō history to different geographical levels – provincial, regional, national, and international (across the US border). Students will be offered various historical primary sources showing experiences from diverse ethnicities, genders, sexual orientations, classes, religions, and spiritualities. Students will organize historical and intersectional perspectives into contemporary priorities within the Reconciliation process by contrasting different values held by the same social groups over time, resolving contemporary conflicts, and creating a unique and more inclusive value system, transforming themselves and the world.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.):

The course may include a Field trip to the Coqualeetza grounds and Stó:lō Library and Archives in Sardis (Chilliwack) offered by the Stó:lō Tourism and Sto:lo Resource and Research Management – *Cultural Guided Grounds Tour*. <http://www.stolotourism.com/>.

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

The textbook costs \$46.

Cultural Guided Coqualeetza Grounds Tour: \$75

**CWC comment and response:**

- The learning outcomes are ambitious for a course with no prerequisites, which may be a concern at UEC. Using the assignment details as a guide, there may be some areas the learning outcomes could be reduced.

*The department would like to present the course to UEC with the learning outcomes as they are now and if the committee members have comments, they will be reviewed at that time and make any necessary revisions.*



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: HIST 227, HISTORY, COLLEGE OF ARTS  
**Date:** DECEMBER 5, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implication of the proposed new course HIST 227, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie", with a stylized flourish at the end.

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|---|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> HIST 227                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> History of Indigenous-Newcomer Relations in Canada                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Indigenous-Newcomer Relations                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> History                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines local, regional, and national histories of Indigenous-colonial relations from the 16 <sup>th</sup> century to recent times, focusing on First Nations, Métis, and Inuit resilience during exploitative, extractive, and settler colonialism. Themes may include local origin stories, cultural and economic exchanges, treaties, Indigenous resilience, and the reserve system.<br><br>Note: A field trip outside of class time may be required. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>40</td> </tr> <tr> <td>Experiential (field trip)</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                               |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 40 | Experiential (field trip) | 5 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> December 4, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 12, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                           |   |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

Upon successful completion of the course, students should be able to:

1. Identify the patterns of historical development of Canadian First Nations/Métis/Inuit-newcomer relations from the 16<sup>th</sup> century to recent times.
2. Describe the intersectional historical experiences of Indigenous and newcomer peoples using an inclusive lens.
3. Compare primary and secondary sources from Indigenous and colonial voices.
4. Discuss Indigenous values, forces, and structures that influenced historical experiences in colonial Canada.
5. Identify critical themes and ideas that inform the academic representations of First Nations/Métis/Inuit-newcomer relations.
6. Define the relations among historical events, colonial policies, First Nations/Métis/Inuit resilience and resistance, and Canada's current attempts to reckon with its colonial legacy.
7. Employ features of historical writing, including argument, evidence, audience, historical sources, and historical thinking in the analysis of First Nations/Métis/Inuit-newcomer relations.
8. Convey personal consideration and historical information in ethnohistorical fieldnotes.
9. Explain how the colonial discipline of academic history to help Indigenous peoples fight against settler colonial policies in courts of law and treaty negotiations.

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

|              |     |             |     |   |
|--------------|-----|-------------|-----|---|
| Assignments: | 70% | Final exam: | 30% | % |
|--------------|-----|-------------|-----|---|

**Details of typical assignments:**

- Participation - holistic assessment, 15% (Participation and engagement in class and the Active Learning Seminar using the "Learning Jigsaw" teaching and appraisal strategy.)
- Fieldnotes and reflection assignment, 15% (Students are required to participate in a guided tour of a local archive or, as an alternative, explore either websites or physical places about First Nations, Métis, or Inuit history. Students will typically be given a list of sites that they can visit (outside of class time) in order to prepare independent fieldnotes.)
- Research paper proposal/prospectus, 10%
- Research paper or creative project, 30%

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

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

Lectures followed by student presentations and discussions. Students participate in active learning seminars and engage with fieldnotes, historical academic writing, and creative projects. May include a field trip to the Coqualeetza grounds and Stó:lō Library and Archives in Sardis (Chilliwack) offered by Stó:lō Tourism. Alternatively, students will take one real or virtual (online) self-guided tour and planned fieldnotes. Guest lectures might be offered sporadically. Instructions and resources for the assignments will be available online.

**Texts and Resource Materials** (*Include online resources and Indigenous knowledge sources.*)

| Type                    | Author or description                                           | Title and publication/access details                                                                                                                                                                                                                        | Year |
|-------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Textbook             | Arthur J. Ray                                                   | <i>Illustrated History Of Canada's Native People: I Have Lived Here Since The World Began.</i> Montreal: McGill-Queen's University Press.                                                                                                                   | 2016 |
| 2. Indigenous knowledge | Example 1: Raymond Yakeleya                                     | "The Last Mooseskin Boat." <i>National Film Board of Canada.</i>                                                                                                                                                                                            | 1982 |
|                         | Example 2: Alethea Arnaquq-Baril                                | "Angry Inuk." <i>National Film Board of Canada.</i>                                                                                                                                                                                                         | 2016 |
| 3. Video                | Example 1: Stephen Greenlees                                    | "Caribou Hunters." <i>National Film Board of Canada.</i>                                                                                                                                                                                                    | 1951 |
|                         | Example 2: Cooks Ferry First Nation                             | "Grand Opening of Memorial to Honor The Interior Allied Tribes of BC 1908-1922." Nkemcin, Cooks Ferry Indian Band. <i>YouTube.</i>                                                                                                                          | 1922 |
| 4. Other                | Example 1: Joseph Bob                                           | "The Royal Proclamation of 1763 and First Nations." <i>YouTube.</i>                                                                                                                                                                                         | 2013 |
|                         | Example 2: Naxaxalhts'i (Sonny McHalsie) and Keith Thor Carlson | "Myth Making and Unmaking: Indigenous Sacred Sites, Settler Colonial Mobility, and Ontological Oppression." In <i>Decolonizing "Prehistory": Deep Time and Indigenous Knowledges in North America.</i> Edited by Gesa Mackenthun, Christen Mucher. 131-149. | 2021 |

**Course Content and Topics**

- Introduction to history and course orientation
- Origin stories, geography, environment, and cultures
- Defining and thinking about contact
- New friends and enemies in early Indigenous-newcomer trade
- Early Indigenous-newcomer trade and commercial relations
- Military allies and enemies
- The emergence of the métis and the changing order of the west
- Canadian expansion into the west: riel resistance, numbered treaties
- Assimilation policies. the ban of the potlatch and the engagement with agriculture
- Engaging with the capitalist economy
- Genocidal policies and resilience
- History wars and being of good mind

**Memo for Program Changes**

To: CACC, UEC

From: Geoffrey Spurling, History Dept. Curriculum Committee Chair and Alessandro Tarsia, HIST 227 course designer.

Date: December 4, 2023

**Subject: Program change History Major and Extended Minor, Indigenous History Requirement**

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): One new course is being added to expand the departmental offerings. The course title is **HIST 227: History of Indigenous-Newcomer Relations in Canada**.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Program outcomes will not be substantially changed.
4. What consideration has been given to Indigenizing the curriculum?

The entire course contributes to Indigenizing the curriculum, both in its content and in its pedagogical approach. The course offers online documentaries, expositions, and historical sources with or by Indigenous peoples, published by the National Film Board, museums, universities, and institutions. The course provides innovative scholarly perspectives, inviting students to engage with a wide range of First Nations, Métis, and Inuit historical sources. Students will criticize and decolonize persistent colonialist elements within the historiographical literature while creatively developing new interpretations and historical narratives.
5. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? The only impacts will be an increased number of course options.
6. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No change.

7. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) Scheduling of the course in the program will be adjusted accordingly.
8. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. N/A
9. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. No budgetary implications.



## MEMO

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**To:** Linda Pardy  
**From:** Sylvie Murray  
**Cc:** Tara Kaszonyi, Mark Fischer  
**Subject:** Program Changes Budget Approval: History Extended Minor and Major, History, College of Arts  
**Date:** DECEMBER 5, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the History Extended Minor and Major and I approve their submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie", followed by a long horizontal stroke.

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

## History major

This section specifies the History major discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a major. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 18 credits

Requirements include one 100- or 200-level course in each of the following three breadth areas.

| Course              | Title                                                                              | Credits |
|---------------------|------------------------------------------------------------------------------------|---------|
| <b>One of:</b>      |                                                                                    | 3       |
| HIST 101            | Canada Before Confederation                                                        |         |
| HIST 102            | Canada: 1867 to the Present                                                        |         |
| HIST 103            | Stó:lō History                                                                     |         |
| HIST 205            | British Columbia: Pre-Contact to the Present                                       |         |
| HIST 221            | The History of Quebec: Beginnings to Present Day                                   |         |
| <del>HIST 227</del> | <del>History of Indigenous-Newcomer Relations in Canada.</del>                     |         |
| HIST 241            | History of the United States to 1865                                               |         |
| HIST 242            | History of the United States since 1865                                            |         |
| <b>One of:</b>      |                                                                                    | 3       |
| HIST 119            | Ancient Greece and Rome                                                            |         |
| HIST 120            | Europe 500–1600: Saints and Sinners in the Medieval World                          |         |
| HIST 121            | Europe 1600–1850: Kings, Philosophers, and Revolutionaries                         |         |
| HIST 122            | Europe Since 1850: Imperialism, Total War, and the Question of Unity               |         |
| HIST 211            | England from 1066–1688: An Emerging Nation-State (formerly HIST 109)               |         |
| HIST 212            | A History of Britain, 1688–1990: Great Power Status and Beyond (formerly HIST 110) |         |
| <del>HIST 213</del> | <del>Mennonite Experience: Origins to 1780s (discontinued)</del>                   | -       |

|                  |                                                   |   |
|------------------|---------------------------------------------------|---|
| <b>One of:</b>   |                                                   | 3 |
| HIST 115         | Traditional East Asian Civilizations              |   |
| HIST 116         | Modern East Asia: From 1600 to Recent Times       |   |
| HIST 161/LAS 161 | Aztecs, Mayas, and Spaniards                      |   |
| HIST 162/LAS 162 | Soccer and Song in Latin America                  |   |
| HIST 235         | Modern China: From Opium Wars to Beijing Olympics |   |
| HIST 236         | Modern Japan: Samurai, Pearl Harbour, and Anime   |   |
| HIST 264         | History of India: Akbar to Independence           |   |
| HIST 265         | India and the Indo-Pacific World                  |   |
| <b>Plus:</b>     |                                                   |   |
|                  | An additional nine lower-level HIST credits       | 9 |

Note: Students may count three credits from THEA 203/ENGL 233 or THEA 204/ENGL 234 towards their History major or extended minor requirements.

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## Indigenous history requirement

As part of the course requirements for the History major, students must complete one or more of the following Indigenous history courses.

| Course                   | Title                                                                    | Credits           |
|--------------------------|--------------------------------------------------------------------------|-------------------|
| HIST 103                 | Stó:lō History                                                           | 3                 |
| HIST 161/ LAS 161        | Aztecs, Mayas, and Spaniards                                             | 3                 |
| <a href="#">HIST 227</a> | <a href="#">History of Indigenous-Newcomer Relations in Canada.</a>      | <a href="#">3</a> |
| HIST 327                 | Settler-Indigenous Relations in New Zealand and Canada                   | 4                 |
| HIST 396O                | The History of Residential Schools                                       | 4                 |
| HIST 426                 | Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century | 4                 |
| HIST 458/ LAS 458        | History of Indigenous Peoples in Latin America                           | 4                 |

## History extended minor

This section specifies the History extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) an extended minor. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 18 credits

Three 100- or 200-level credits in each of the following three breadth areas:

| Course                   | Title                                                                              | Credits           |
|--------------------------|------------------------------------------------------------------------------------|-------------------|
| <b>One of:</b>           |                                                                                    | 3                 |
| HIST 101                 | Canada Before Confederation                                                        |                   |
| HIST 102                 | Canada: 1867 to the Present                                                        |                   |
| HIST 103                 | Stó:lō History                                                                     |                   |
| HIST 205                 | British Columbia: Pre-Contact to the Present                                       |                   |
| HIST 221                 | The History of Quebec: Beginnings to Present Day                                   |                   |
| <a href="#">HIST 227</a> | <a href="#">History of Indigenous-Newcomer Relations in Canada.</a>                | <a href="#">3</a> |
| HIST 241                 | History of the United States to 1865                                               |                   |
| HIST 242                 | History of the United States since 1865                                            |                   |
| <b>One of:</b>           |                                                                                    | 3                 |
| HIST 119                 | Ancient Greece and Rome                                                            |                   |
| HIST 120                 | Europe 500–1600: Saints and Sinners in the Medieval World                          |                   |
| HIST 121                 | Europe 1600–1850: Kings, Philosophers, and Revolutionaries                         |                   |
| HIST 122                 | Europe Since 1850: Imperialism, Total War, and the Question of Unity               |                   |
| HIST 211                 | England from 1066–1688: An Emerging Nation-State (formerly HIST 109)               |                   |
| HIST 212                 | A History of Britain, 1688–1990: Great Power Status and Beyond (formerly HIST 110) |                   |
| <a href="#">HIST 213</a> | <a href="#">Mennonite Experience: Origins to 1780s (discontinued)</a>              | -                 |

|                  |                                                   |   |
|------------------|---------------------------------------------------|---|
| <b>One of:</b>   |                                                   | 3 |
| HIST 115         | Traditional East Asian Civilizations              |   |
| HIST 116         | Modern East Asia: From 1600 to Recent Times       |   |
| HIST 161/LAS 161 | Aztecs, Mayas, and Spaniards                      |   |
| HIST 162/LAS 162 | Soccer and Song in Latin America                  |   |
| HIST 235         | Modern China: From Opium Wars to Beijing Olympics |   |
| HIST 236         | Modern Japan: Samurai, Pearl Harbour, and Anime   |   |
| HIST 264         | History of India: Akbar to Independence           |   |
| HIST 265         | India and the Indo-Pacific World                  |   |
| <b>Plus:</b>     |                                                   |   |
|                  | An additional nine lower-level HIST credits       | 9 |

Note: Students may count three credits from THEA 203/ENGL 233 or THEA 204/ENGL 234 towards their History major or extended minor requirements.

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## Indigenous history requirement

As part of the course requirements for the History extended minor, students must complete one or more of the following Indigenous history courses.

| Course                   | Title                                                                    | Credits           |
|--------------------------|--------------------------------------------------------------------------|-------------------|
| HIST 103                 | Stó:lō History                                                           | 3                 |
| HIST 161/ LAS 161        | Aztecs, Mayas, and Spaniards                                             | 3                 |
| <a href="#">HIST 227</a> | <a href="#">History of Indigenous-Newcomer Relations in Canada.</a>      | <a href="#">3</a> |
| HIST 327                 | Settler-Indigenous Relations in New Zealand and Canada                   | 4                 |
| HIST 396O                | The History of Residential Schools                                       |                   |
| HIST 426                 | Canadian Indigenous Peoples and Warfare: Pre-contact to the 20th Century | 4                 |
| HIST 458/ LAS 458        | History of Indigenous Peoples in Latin America                           | 4                 |

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 103**

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

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

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

2. Rationale for change: **This memo is an update to show what we currently teach in this course, the evaluation methods and the textbooks used. We have also changed the prerequisite to FREN 101 so that students will travel to France having already acquired an elementary skill level.**

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 outcomes have been updated to focus on measurable skills and knowledge acquisition.**

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)? **MOLA**

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 part of the study tour, instructors may choose to visit an area or a particular site which is relevant to Indigenous issues. Students will also complete readings by an Indigenous francophone author, discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? *As a language course, French 103 increases learners' awareness of EDI issues. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. We discuss and analyze these texts in French in a respectful and inclusive environment.*

6. 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. *French 103 will be most likely offered in the Spring semester as a May-June study tour.*
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): *MOLA has offered study tours to France in the past and would like to mount one again soon. Airline costs seem to be coming down, but it is impossible at this time to give an accurate estimated cost, but we would hope to do a five-week study tour for around \$5000.*

**CWC comment and response:**

- UEC typically looks for additional explanation when participation is greater than 10%. This course includes 20% participation.

*This is a language course which require practice and reinforcement, therefore participation in the learning process is essential.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 103                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> French Study Tour                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> French Study Tour                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An introduction to French culture by means of a study tour. This is a one-semester course which includes study tour experience in a Francophone region. The field experience will be preceded by lectures, oral and aural exercises, and tests.                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | None. Note: As of January 2025, prerequisites will change to one of French 11, FREN 101, or assessment of the department.                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                       |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>15</b> |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">30</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | Experiential (field trip) | 30 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 diversity and complexity of a particular region of the Francophone world.
2. Speak and listen in French at an introductory level.
3. Demonstrate their expression and comprehension of written French.
4. Demonstrate cultural awareness and sensitivity.
5. Reflect on their direct exposure to the French culture and language.

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

|              |     |                |     |                   |     |
|--------------|-----|----------------|-----|-------------------|-----|
| Assignments: | 40% | Quizzes/tests: | 20% | Field evaluation: | 40% |
|--------------|-----|----------------|-----|-------------------|-----|

**Details:** Assignments include 20% participation and 20% oral exercises. Quizzes/tests include 20% short tests. Field evaluation consists of structured field exercises.

**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.)*

Field assignments, oral and aural exercises, discussion, readings, and short tests.

**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 | Cameron and Hamilton-Clark | <i>Bonjour, le Canada!</i>           | 2018 |
| 2.          |                            |                                      |      |

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

Regular requirements for international travel, as well as a good notebook, a camera, and a good pair of shoes.

**Course Content and Topics** *(Adapted to an intensive six-week semester)*

- Sem. 1    The alphabet and International Phonetic Alphabet  
           Subject pronouns, regular *er* verbs, the verb *être*  
           Expressions of time, numbers, weather  
           Describing physical appearances, nationality  
           Pronunciation: rhythm, accents  
           Cultural realities of field trip region/country: geography, population, national holidays
- Sem. 2    Agreement of adjectives  
           The negation  
           The verb *aimer*, expressing likes and dislikes  
           The definite article  
           Asking questions with yes or no answers  
           Pronunciation: final consonants  
           Cultural realities: brief history of the field trip region/country
- Sem. 3    The indefinite article (*un, une, des*)  
           The verb *avoir*, idiomatic expressions avec *avoir*  
           Regular *er* verbs  
           The expressions *il y a* and *voilà*  
           The possession with *de*  
           Identifying family and friends  
           Possessive adjectives (*son, sa*, etc.)  
           Pronunciation: les sons [e], [a] et [wa]  
           Cultural realities: transportation and daily life of field trip region/country
- Sem. 4    Prepositions with places  
           Regular *ir* and *re* verbs  
           Asking directions  
           Describing clothing  
           Adjectives of colour  
           The demonstrative adjective (*ce, cette, ces*)  
           The verb *faire*  
           The interrogative words *qui, que*, and *quel*  
           Pronunciation: Nasal vowels  
           Cultural realities: major monuments of the field trip region/country

- |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sem. 5 | <p>On-site</p> <p>Daily grammar activities to start the day:</p> <p>The verb <i>aller</i></p> <p>The days of the week</p> <p>The imperative</p> <p>Interrogative words "<i>où</i>" and "<i>quand</i>"</p> <p>Telling time</p> <p>Explaining schedules</p> <p>Telling where to find places</p> <p>Pronunciation: [u] and [y]</p> <p>Cultural activities: asking for directions; ordering a meal in a restaurant; keeping a journal in French of daily activities</p>                                                                      |
| Sem. 6 | <p>On-site</p> <p>Daily grammar activities to start the day: the verb "<i>venir</i>"</p> <p>Stating what you just did</p> <p>Reflexive verbs</p> <p>The negations <i>ne...rien</i>, <i>ne... personne</i>, <i>ne... pas encore</i></p> <p>The verbs <i>prendre</i> and <i>boire</i></p> <p>Pronunciation: [r]</p> <p>Cultural activities: buying food at an outdoor market; interviewing people about art and fashion; keeping a journal of activities</p> <p>Short oral presentation in French on a work of art of student's choice</p> |

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: December 10, 2023

**Subject: Proposal for revision of French 215**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: This memo is an update to show what we currently teach in this course, the evaluation method and the textbooks used. We have also changed the title to Intermediate French – Life in French. The hours for the course have not changed in practice, but they were inaccurately represented on the previous course outline. The course requires students to be in class three hours per week (45 hours total) and in the lab one hour per week (15 hours total).
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): n/a
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
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 \(UNDRIP\)](#). Instructors can choose readings by an Indigenous francophone author. The students will discuss this reading orally in class and analyse the issues brought forward.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **French 215 is currently offered twice a year.**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**

**CWC comment and response:**

Applicable to FREN 215, 216, 219, 230, 325, 345, 420, and 430:

- Some courses indicate that labs will be scheduled independent of lecture hours, but these are not consistently reflected in the structure of hours. Should all applicable courses be updated to indicate 45 (or 60 as appropriate) hours lecture/seminar and 15 hours tutorials/workshops, or should these be identified as laboratory hours? (Applies to FREN 215, 216, 219, 230, 325, 345, 420, and 430.)

*Firstly, we do not have 'labs', but rather 'seminars'; (we had to change the 'lab' designation a few years ago, because of a need not to be confused with 'science labs'). The seminars are part of the instruction programme designed to give the learners the opportunity to practice their oral skills in a small, less intimidating setting. We have seminars for most lower-level courses where skill development is the focus, but only have seminars for FREN 325 (Phonetics) because of the need for further corrective practice in pronunciation. Therefore, all upper-division courses except FREN 325 are 60 hours with no seminar and four credits.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1998  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 215                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate French I<br><b>Course Short Title:</b> Intermed French I                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Conducted entirely in French, this course refines students' skills in speaking, reading, and writing French through grammar review, vocabulary expansion, composition writing, and cultural readings, accompanied by conversation practice in the seminar and revision via computer.<br><br>Note: Students with credit for FREN 230 cannot take this course for further credit.<br>Note: FREN 215 and FREN 216 are not sequential and can be taken in any order. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | One of French 12 with a B or higher, FREN 102, or assessment of the department.                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>FREN 230</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Seminar Hours</b><br>Seminars to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 competency in present, passé composé, imparfait tenses of regular –er, -ir, and –re verbs, present, passé composé, imparfait tenses of irregular verbs être, avoir, faire, aller, vouloir, pouvoir, voir, recevoir, devoir, savoir, connaître, boire, croire, écrire, lire, dire, vivre, suivre, prendre, mettre, definite and indefinite articles, voilà vs il y a, la négation, interrogative structures, reflexive and reciprocal verbs, idiomatic expressions with avoir and être, depuis and present, verbs of “sortir” type, adjectives, il est vs c’est, possessive and demonstrative adjectives, adverbs, comparative and superlative of adjectives and adverbs, numbers to one billion, passé composé (formation, all agreements, negative, interrogative, use of adverbs), imparfait (formation, use and idiom), plus-que-parfait, la concordance des temps au passé, and formation and usage of the present subjunctive.
2. Discuss various cultural and literary texts including readings by Gabrielle Roy, Louis Hémon, Arthur Rimbaud, Roch Carrier (*Le Chandail de Hockey*), Jean-Philippe Toussaint, Guy de Maupassant and others.
3. Demonstrate French pronunciation including liaison, enchaînement, intonation, rhythm, and diphthong elimination.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 80% | Quizzes/tests: | 10% | Final exam: | 10% |
|              | %   |                | %   |             | %   |

**Details:** Assignments include 20% workbook assignments and oral tests, 10% seminar/tutorial, and 10% class participation. Midterm and final exam include both a written and oral component.

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

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

The communicative methodology forms the focus of the class activities, which are learner-centered. Class is conducted in French with students working with the instructor as well as together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs. Composition skills are developed by the writing and rewriting of short essays.

In addition to class work, students meet once a week with a native speaker in small seminars/tutorials, i.e. conversation groups of six to nine people. Activities vary and include practicing various structures as well as discussion and role play. A feature length film will be viewed and discussed in French.

**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 | Wynne Wong, et al     | Encore Cengage, Heinle & Heinle      | 2022 |
| 2.          |                       |                                      |      |

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

Headphone with microphone for use with Learning Branch platform

**Course Content and Topics**

This is a one-semester course independent of FREN 225, but linked to FREN 216, its companion course. The first five chapters of *Encore* will be studied in FREN 215; the last five will be studied in FREN 216. The two courses may be studied as separate modules. We present thematic readings, cultural information, contextualized comprehension, grammar, and vocabulary exercises, followed by more open-ended activities. The related Cahier exercises contain many written activities to emphasize correct structures. There are also websites to visit, suggested video and film viewings.

- Present tense of regular verbs
- Present tense of irregular verbs nouns and articles
- Futur proche, faire causative, impératif
- Subjunctive present, negation
- Interrogatives, depuis, idioms with avoir and être
- Adjectives, possessive adjectives
- Adverbs, comparisons, demonstrative adjectives, superlatives
- Numbers, irregular verbs in –re and –oir
- Passé composé
- Imparfait
- Plus-que-parfait, dates
- Concordance of past tenses

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26. 2023

**Subject: Proposal for revision of French 216**

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

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

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

2. Rationale for change: This memo is an update to show what we currently teach in this course, the evaluation method and the textbooks used. The hours for the course have not changed in practice, but they were inaccurately represented on the previous course outline. The course requires students to be in class three hours per week (45 hours total) and in the lab one hour per week (15 hours total).

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

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

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

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 \(UNDRIP\)](#). Instructors can choose readings by an Indigenous francophone author. The students will discuss this reading orally in class and analyse the issues brought forward.

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.**

6. 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. **French 216 is currently offered twice a year.**
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: January 2003  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 216                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate French II<br><b>Course Short Title:</b> Intermed French II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Through an intensive review of grammatical topics already known to the student, and the introduction of some new topics, this course will increase students' communicative competence through vocabulary expansion, improved pronunciation, study of important grammatical concepts, and the development of efficient reading and writing techniques. This course is conducted entirely in French, with students working together in small groups to review the essential elements of French grammar, discuss literary texts, and learn composition skills.<br><br>Note: FREN 215 and FREN 216 are not sequential and can be taken in any order. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | One of French 12 with the provincial exam, or (FREN 101 and FREN 102), or assessment of the department.                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                                                                                                |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                                                                                                                                 |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Seminar Hours</b><br>Seminars to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 competency in comparatives and superlatives of adjectives and adverbs; relative pronouns and the *plus-que-parfait*.
2. Demonstrate competency in the subjunctive present and *passé composé*.
3. Demonstrate competency in the *futur simple*, negative expressions and demonstrative pronouns.
4. Demonstrate competency in indefinite adjectives and pronouns, prepositions plus infinitive constructions and the conditional mood.
5. Demonstrate competency in the *futur antérieur*, present participle, past infinitive and *faire causatif*.
6. Read and discuss various cultural and literary texts fluently.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 60% | Quizzes/tests: | 10% | Final exam: | 30% |
|              | %   |                | %   |             | %   |

**Details:** Assignments include 10% class participation, 10% tutorial, 10% workbook assignments, and 30% homework and compositions. Quizzes/tests include 10% midterm exam (oral and written). Final exam (oral and written) is worth 30%.

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

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

The class is conducted in French with students working together in pairs and small groups. In addition to regular classroom activities students are to work with computerized multimedia programs. Composition skills are developed by the writing and rewriting of two short essays.

In addition to class work, students meet once a week with a native speaker in small tutorials, i.e. conversation groups of six to seven people. Activities vary and include practising various structures as well as discussion and role play. A feature length film will be viewed and discussed in French.

**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 | Wynne Wong, et al     | Encore, Cengage, Heinle & Heinle     | 2022 |
| 2.          |                       |                                      |      |
| 3.          |                       |                                      |      |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

None

**Course Content and Topics**

This is a one-semester course independent of FREN 225, but linked to FREN 215, its companion course. The first five chapters of *Encore* will be studied in FREN 215; the last five will be studied in FREN 216. The two courses may be studied as separate modules. We present thematic readings, cultural information, contextualized comprehension, grammar, and vocabulary exercises, followed by more open-ended activities. The related Cahier exercises contain many written activities to emphasize correct structures. There are also websites to visit, suggested video and film viewings.

Discussions and essays in French will promote the development of vocabulary and critical thinking about controversial contemporary topics such as ecology, the environment, cloning, biotechnology, and genetic engineering.

Readings include short stories such as *La Chasse-galerie*, articles from *Châtelaine*, *La Presse*, *Le Soleil*, *Magazine Santé*, *La Rotonde* and others.

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 219**

*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: Course content and topics section revised

2. Rationale for change: **We are updating the form to reflect what we currently teach in this course, the evaluation method and the textbooks used. The hours for the course have not changed (3+1), but are now more accurately expressed in the course description.**

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

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

5. Which program areas have been consulted about the change(s)? 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 \(UNDRIP\)](#).

One of the readings chosen for the literary analysis will be by an Indigenous francophone author. The students will analyze this reading orally in class and write an analysis of the text in essay format.

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

EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

This course is offered twice a year. It is a prerequisite for all 3<sup>rd</sup> and 4<sup>th</sup> year courses and is considered a cornerstone course.

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

100\$



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 219                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate French Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intermed French Composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on the development of essay-writing skills in French. Selected readings from works by contemporary Francophone authors help introduce principles of clear and effective writing. Students work to improve their own writing skills and to resolve common problems in second-language writing.                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | One of FREN 215, FREN 216, or FREN 230; two of the three are recommended.<br>Note: As of January 2025, prerequisites will change to FREN 216 and one of FREN 215 or FREN 230.                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Seminar Hours</b><br>Seminars to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 basic techniques of effective writing such as clarity, conciseness, coherence, and completeness.
2. Use the writing process, including planning, drafting, revising, and proof-reading.
3. Read complex articles and produce accurate "résumés de texte" of these articles.
4. Use appropriate style, vocabulary, and syntax to write texts for different purposes, such as descriptive texts, argumentative texts, and job applications.

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

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

**Details:** Assignments include 15% essays and 10% seminar participation. Quizzes/tests include three grammar tests (30%) and two comprehension tests (10%). Final exam is both written and oral.

**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.)*

Two thirds of the class time will be devoted to the review of advanced grammatical problems and the explicit instruction of good writing strategies. During the other third, students will be divided into small groups during which they will analyze and compare various texts and engage in collaborative writing activities in order to refine their own writing and self-correcting techniques. Each session will emphasize a different aspect of the writing process. Active participation is imperative.

There is also a 55-minute session with the French Seminar Assistant once a week.

**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 | Jacqueline Ollivier   | Grammaire française, 6th Edition, Nelson Education (reference grammar book) | 2016 |
| 2. Textbook | Jacqueline Ollivier   | Grammaire française (Cahier pratique), Nelson Education                     | 2016 |
| 3.          |                       |                                                                             |      |

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

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

**Course Content and Topics**

1. Focus on critical thinking
  - General comprehension questions to ensure thorough reading of texts, followed by activities focusing on vocabulary, idiomatic expressions
  - Strategies for dealing with unknown linguistic and cultural referents
  - Brainstorming: oral sharing of ideas; presentation of opinions and critical discussion generated by texts
2. Strategies for planning and shaping a writing assignment:
  - Organization of ideas
  - Outline
  - Introduction, development, conclusion
  - Textual cohesion; linking words
  - Oral vs. written language structures
  - Focus on argumentative essays, narrative writing style and literary analysis
3. Peer review and editing
  - Extensive use of unilingual and bilingual dictionaries, verb tables, review of tense concordance.
4. Self-correcting strategies
5. Review of intermediate grammar

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 230**

*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: We are updating the form to reflect what we currently teach in this course, the evaluation method and the textbooks used. **Title has been updated to remove “I” as FREN 240 (Intermediate French for French Immersion Students II) has been discontinued. The hours for the course have not changed in practice, but they were inaccurately represented on the previous course outline. The course requires students to be in class three hours per week (45 hours total) and in the lab one hour per week (15 hours total).**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): N/A
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? 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 \(UNDRIP\)](#).

Several of the readings chosen will be by an Indigenous francophone author. The students will analyze these readings orally in class.

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

EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

This course is offered once a year.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): 100\$



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1995  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 230                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate French for French Immersion Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Int French for Immersion Stud                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br><p>This course is specifically designed for students from the French Immersion programs who are at ease communicating in French and who wish to improve their competency. Taught completely in French, this course will provide a thorough grammar review, vocabulary enrichment, and development of reading and writing skills which will address fossilized errors. Students will also read a contemporary French novel and discuss it in class.</p> <p>Note: Students with credit for FREN 215 cannot take this course for further credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Minimum four year's study (up to Grade 11) in the French Immersion program.                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>FREN 113</b><br>Cross-listed with:<br>Equivalent course(s): <b>FREN 215</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table>                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Seminar Hours</b><br>Seminars to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 common fossilized errors (syntactic and semantic) and replace them with the correct structures and vocabulary.
2. Understand and use both orally and in writing verbs in the present, passé composé, imperfect, future, conditional, imperative, and subjunctive present.
3. Read a sample of contemporary French writing and analyze it with their peers in French.
4. Understand and use vocabulary relating to contemporary topics such as technology, the media, transportation, university studies.
5. Produce written work that is well-organized and grammatically correct.
6. Distinguish between idiomatic expressions that are commonly used in Canada from those used in francophone Europe.

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

|             |     |              |     |                |     |
|-------------|-----|--------------|-----|----------------|-----|
| Final exam: | 25% | Assignments: | 45% | Quizzes/tests: | 20% |
| Lab work:   | 10% |              | %   |                | %   |

**Details:** Assignments include 10% homework and online exercises, 15% compositions (x3), 10% oral presentations (x2), and 10% participation in class. Lab work includes 10% participation in seminar. Quizzes/tests include four tests. Final exam (oral and written) is worth 25%.

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

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

Students will work primarily in pairs and in small groups, using only French. In addition to regular classroom activities, students will discuss a French novel read individually at home.

In addition, students will do online grammatical review exercises and will meet for 55 minutes per week for a conversational seminar with a native speaker.

**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 | Wynne Wong et al.     | Encore 2 <sup>e</sup> : niveau intermédiaire          | 2017 |
| 2. Textbook | De Vigan, Delphine    | <u>No et moi</u> , Éditions Jean-Claude Lattès, Paris | 2007 |
| 3.          |                       |                                                       |      |
| 4.          |                       |                                                       |      |
| 5.          |                       |                                                       |      |

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

None

**Course Content and Topics**

1. Grammatical components: Verb conjugation, review of all tenses, agreement of past participle, using the subjunctive, choosing between the subjunctive and the infinitive, subordinate clauses, and complex sentences, combining personal pronouns, hypothetical sentences, reflexive verbs, impersonal expressions, indefinite adjectives and pronouns, the passive voice, indirect discourse.
2. Vocabulary: Linked to weekly readings; how to get the most information out of unilingual and bilingual dictionaries.
3. Cultural component: Viewing of one French movie and analysis of it; discussion relating to readings.
4. Development of writing skills: Systematic proof-reading and correcting of mistakes; how to organize and present ideas; avoiding repetition of ideas and vocabulary.

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 315**

*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: Updating the form to reflect what we currently teach in this course, the evaluation method and the textbooks used.

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

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

5. Which program areas have been consulted about the change(s)? 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 \(UNDRIP\)](#).

Several of the readings chosen for the literary analysis will be by an Indigenous francophone author. The students will analyze these reading orally in class and write an analysis of at least one of the texts.

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

EDI is at the core of the texts studied. We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

100\$



**ORIGINAL COURSE IMPLEMENTATION DATE:** December 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 315                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Francophone Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intro to Francophone Lit                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Conducted entirely in French, this course is designed to introduce students to the great writers of the last 150 years in France and Québec. The main literary trends of this momentous era, such as surrealism, existentialism, and theatre of the absurd, will be explored. Students will learn some formal critical analysis methods and will be required to apply critical-thinking skills to analyse the concepts and ideals that motivated the intellectuals of this period. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | FREN 219 and one of FREN 225 or FREN 245.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                  |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 characteristics belonging to specific literary trends.
2. Identify differences of genre and associated stylistic techniques.
3. Identify rhetorical figures used by authors (metonymy, allegory, metaphor, personification, chiasm, etc.).
4. Analyze a poem's formal structure and meaning.
5. Analyze texts in relation to the socio-historic context in which they were written. Some texts will be chosen from Francophone indigenous writers, such as Jean Simon and Jean Sioui.
6. Use sophisticated and specialized vocabulary and sentence structures.
7. Write thorough explicative texts.

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

|              |     |                |     |   |
|--------------|-----|----------------|-----|---|
| Assignments: | 55% | Quizzes/tests: | 45% | % |
|              | %   |                | %   | % |

**Details:** Assignments include 10% oral presentation, 10% 3-4 page essay, 25% 7-8 page essay, and 10% class participation. Quizzes/tests include three tests.

**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.)*

All classroom interaction is in French. The discussion of the readings will focus on genre, structure and themes, the understanding and use of literary figures of style. Working as a group and in pairs, students go over the vocabulary and text appreciation exercises, after particular points have been elucidated. Composition skills are also addressed.

Each student is also responsible for an oral presentation on one of the authors being studied, and a selection of their works that are not included in the anthology.

**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 | Laurin, Michel        | <i>Anthologie littéraire de 1850 à aujourd'hui</i> , Laval: Beauchemin | 2001 |
| 2. Textbook | Sartre, J.-P          | <i>Huis Clos suivi de Les Mouches</i> , Gallimard                      | 1962 |
| 3. Textbook | Tremblay, Michel      | <i>Albertine en cinq temps</i> . Léméac Editeur                        | 1984 |
| 4. Textbook | Bessette, Gérard.     | <i>Le Libraire</i> , Pierre Tisseyre.                                  | 1968 |
| 5. Textbook | Satrapi, Marjane      | <i>Persepolis</i> , L'Association                                      | 2001 |

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

A good bilingual dictionary, such as Robert and Collins French-English/English-French dictionary

A good unilingual French dictionary, such as Le Petit Robert or Le Petit Larousse. Le Petit Larousse is available online. (Pocket dictionaries are inadequate)

**Course Content and Topics**

1. French literary tenses (passé simple, passé antérieur, l'imparfait du subjonctif et le plus-que-parfait du subjonctif)
2. Understanding a poetic text, narrative text, dramatic text
3. How to write an explicative text and a literary analysis
4. Analysing the major literary schools of thought for this era, and the socio-historic context influencing them:
  - Realism (Balzac, Flaubert)
  - Naturalism (Maupassant, Zola)
  - Symbolism (Beaudelaire, Verlaine, Rimbaud)
  - Theatre of the Absurd (Jarry, Beckett)
  - Surrealism (Apollinaire, Breton, Desnos, Prévert)
  - Existentialism (Sartre, de Beauvoir, Camus, Langevin)
  - Le Nouveau Roman (Butor, Robbe-Grillet, Duras, Queneau)
  - Postmodernism (Tournier, Modiano, Ernaux, Semprun, Delerm, Tremblay)

**Memo for Course Changes**

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 325**

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

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

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

2. Rationale for change: This submission is to update the information to reflect what we currently teach in this course, the evaluation methods and the textbooks used. We have slightly modified the course title. The hours for the course have not changed in practice, but they were inaccurately represented on the previous course outline. The course requires students to be in class three hours per week (60 hours total) and in the lab one hour per week (15 hours total).

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): n/a
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? n/a
5. Which program areas have been consulted about the change(s)? MOLA
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 is a course in French phonology where we frequently do phonological comparisons between languages,

so we intend to examine some of the phonemes in Hal'qeméylem and compare them with French and English phonemes.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course focuses on developing learners' skills in speaking and so there are many oral projects. Some of these projects deal with current social issues such as equity and diversity so these questions will be brought forward and discussed in a fair and equitable manner.
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 offered once per year.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



ORIGINAL COURSE IMPLEMENTATION DATE: December 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> FREN 325                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> French Phonetics and Pronunciation<br><b>Course Short Title:</b> Phonetics & Pronunciation                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Conducted entirely in French, this course provides an intensive study of phonetics and develops students' oral fluency. It helps students learn to understand different accents and idioms which exist in various parts of the Francophone world. There is a considerable "corrective" component to the course, where students are clearly shown the comparative pronunciation between English and French vowels and consonants in order to teach English-speaking students the best way to articulate French sounds and minimize their English accents. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | FREN 219.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | None                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                        | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>75</b></td> </tr> </table>                             | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>75</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Scheduled Seminar Hours</b><br>Seminars to be scheduled independent of lecture hours: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |

**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 their expertise with the French symbols of the IPA (International Phonetic Alphabet).
2. Transcribe French sentences into phonetic symbols, and the reverse, to provide correct French sentences from phonetic symbols.
3. Speak French with reasonable fluency and understand rapidly spoken French from different Francophone regions.
4. Demonstrate their acquisition of a good standard pronunciation.
5. Demonstrate their knowledge of the differences between various accents and regional idioms as well as slang and colloquial expressions.
6. Differentiate between and use different levels of discourse according to the speech-act situation.
7. Demonstrate the acquisition of vocabulary and means of creating conversations in small groups about a wide variety of topics.
8. Present a formal presentation to peers.

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

|              |     |                |       |             |       |
|--------------|-----|----------------|-------|-------------|-------|
| Assignments: | 75% | Quizzes/tests: | 12.5% | Final exam: | 12.5% |
|              | %   |                | %     |             | %     |

**Details:** Regular assignments, presentations and dialogues, skits, class and lab participation, a midterm and a comprehensive final are the basis for determining the final grade.

Sample evaluation:

- Assignments:
  - Course projects (12.5%)
  - 20 written transcription exercises (25%)
  - 210 pronunciation exercises on the Can-8 interactive platform (25%)
  - Class and seminar participation (12.5%)
- Final and midterm oral and written exams (12.5% each)

**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.)*

All classroom interaction is in French. Much of the time will be spent learning phonetics and practicing the pronunciation of sound groupings, concentrating on correct articulation, rhythm, and intonation. Much attention will be focused on particular aspects of French phonology, such as *enchaînement*, *liaison*, *e caduc*, and non-diphthongization of vowels. Students will discuss a specific topic and focus on specific communicative situations. At regular intervals students will be asked to listen to speeches or view video clips which will feature speakers from different Francophone areas and learn to recognize regional differences, including slang and colloquialisms. There will be individual and group oral projects to provoke discussion of a variety of themes such as current events, cultural phenomena, debates, music, and such. They will also work with an interactive multimedia program and learn the importance of facial expressions and gestures, which vary from country to country, as well as intonation in conveying meaning. There will be comparisons of French sound structures with those of other languages, including English and Halq'eméylem. Some projects deal with current social issues such as equity and diversity so these questions will be brought forward and discussed in a fair and equitable manner.

In addition to classroom activity, students will meet once a week with a native speaker in small conversation groups for further oral practice in the seminar. Here they are expected to imitate certain types of speech, including appropriate body language, as well as creating their own discussions.

Students will also be expected to work with certain exercises in our multimedia lab which includes a state-of-the-art digitized audio lab.

**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 | Dansereau, Diane      | <i>Savoir Dire: Cours de phonétique et de prononciation</i> . Toronto: DC Heath & Co. second edition                                                                                   | 2006 |
| 2. Other    |                       | Various other readings, news reports, musical selections, internet sources and conversational material may appear at various times, according to the instructor's and students' needs. |      |
| 3.          |                       |                                                                                                                                                                                        |      |
| 4.          |                       |                                                                                                                                                                                        |      |
| 5.          |                       |                                                                                                                                                                                        |      |

**FREN 325**

**University of the Fraser Valley Official Undergraduate Course Outline**

**Page 3 of 3**

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

None

**Course Content and Topics**

1. The organs of speech
2. The French symbols in the IPA.
3. Recognition, repetition, and practice of the main French sound patterns.
4. The basics of the French phonetic system.
5. Syllabification, *enchaînement*, *liaison*, *accent tonique*, rhythm, *accentuation*, *intonation*.
6. French oral vowels
7. French nasal vowels
8. French consonants
9. French semi-vowels
10. *E caduc*
11. Understanding various dialogues and discussing them
12. Creating conversations within certain speech-act givens
13. Using appropriate body language to further communication
14. Acquiring certain notions of proxemics and how they vary from culture to culture

This is a course in French phonology that frequently includes phonological comparisons between languages. This will include examining some of the phonemes in Hal'qeméylem and comparing them with French and English phonemes.

**Memo for Course Changes**

To:

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

Date:

**Subject: Proposal for revision of FREN 342, Advanced French Oral Communication***Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change: **This is an update to show what we currently teach in this 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 \(ILOs\)](#):**LOs have been edited to avoid redundances.**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)? **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 \(UNDRIP\)](#).**Students are introduced and exposed to oral assessment (ie: job interview) with a discussion on how cultural values can impact oral performance and perceptions of one's competences. Students are invited to reflect on how a job interview can be reviewed through decolonization and Indigenization.**7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Students are introduced and exposed to oral interactions in diverse workplaces with a discussion on how cultural values can impact oral performance and perceptions on one's competences. Students are invited to reflect on how linguistic variety and diverse accents can lead to linguistic insecurity (learner level) and to linguistic intimidation (native speaker level).

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **N/A**)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **N/A**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 342                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Advanced French Oral Communication                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Advanced Oral Communication                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Focuses on oral communication in day-to-day and professional situations at an advanced level. Students will develop their oral proficiencies through class and group discussions, group projects, and presentations. At the same time, they will explore new techniques that improve fluency, creativity, and efficient interactions in French.                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                   |           | FREN 242.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                     |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                 |           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                         |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                       |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**[FREN 342]**
**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. Express themselves fluently in a wide range of subjects.
2. Demonstrate their command of oral presentations in professional settings.
3. Use effectively non-verbal communication (eg. body language).
4. Express a view point from different perspectives and critically argue their position.
5. Report verbally on a reading.
6. Improvise in any given oral interaction.
7. Conduct a meeting in French.
8. Conduct and undergo a job interview in French.

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

|              |     |             |     |                |     |
|--------------|-----|-------------|-----|----------------|-----|
| Assignments: | 20% | Final exam: | 20% | Quizzes/tests: | 40% |
| Project:     | 20% |             |     |                | %   |

**Details:** Assignments include 10% journal and 10% participation; two projects for a total of 20%. Quizzes/tests include 20% quizzes (x2) and 20% mid-term oral exam. Final oral exam is worth 20%.

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

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

Presentations, improvisation sessions, discussions and debates. Practice at individual, group and class level.

**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 | Material prepared by the instructor on oral communication techniques, available through BlackBoard. Online francophone medias (RFI, RDI, TV5, Cyberpresse...) |                                      |      |
| 2.       |                                                                                                                                                               |                                      |      |
| 3.       |                                                                                                                                                               |                                      |      |
| 4.       |                                                                                                                                                               |                                      |      |
| 5.       |                                                                                                                                                               |                                      |      |

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

None.

**Course Content and Topics**

- Oral versus writing
- Variety of accents in French
- Listening: how to take notes from audio and video documents with different accents
- How to organize a speech
- Job Interviews in French: criteria and methods
- 2mn-10mn exercise: how to elaborate on an idea
- Conducting a survey and reporting (oral presentation)
- How to report and synthesize.
- Leavitt exercise: how to explain complex ideas
- How to adapt expression to different contexts and audiences
- Oral argumentation: methods and criteria.
- Professional meetings: from organization to verbal reporting
- Role play (oral presentation)

**Memo for Course Changes**

To: Linda Parly, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 345**

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

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

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

2. Rationale for change: **This is an update to show what we currently teach in this course.**

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

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

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

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 \(UNDRIP\)](#). **Instructors can choose films which deal with Indigenous issues; for example, this semester we study a film (*Kuessipan*) which deals life on a reserve near Sept-Îles. The students will discuss this reading orally in class and analyse the issues brought forward.**

How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied.**

We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

6. 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. . French 345 is currently offered once a year.
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$0



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 345                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> French and Quebec Cinema Since 1950                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> French & Quebec Cinema                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An analysis of French and Quebec societies since 1950 from a cinematographic perspective. All films will be shown in original French with English subtitles. Students registering in this course must do all oral and written work in French.                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | FREN 219.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s): <b>FREN 346</b><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Perform critical analysis in French.
2. Demonstrate knowledge of French and Quebec cinema since 1950.
3. Explain how French and Quebec culture since 1950 is represented through cinema.
4. Use the language of film in discussions and writing.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 55% | Quizzes/tests: | 10% | Final exam: | 35% |
|              | %   |                | %   |             | %   |

**Details:** Assignments include 5% class participation, 50% three critical response papers (10% for first, 20% each for next two). Quizzes/tests include 10% midterm exam.

**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.)*

Classes will begin with an approximately 45-minute introduction to the film, followed by a screening of the film. After a brief break, a 45-minute discussion in small groups, will take place. Discussion will be based on specific questions established before the screening. Classes will last approximately 4 hours, depending on the length of the film.

**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 | Lever, Yves           | <i>L'analyse filmique</i> , Boréal   | 1992 |
| 2.          |                       |                                      |      |
| 3.          |                       |                                      |      |

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

None

**Course Content and Topics** *(Sample of films to be screened)*

1950s: *Jeux interdits* (*Forbidden Games*); René Clément (1952; B/W)  
*La Femme du Boulanger* (*The Baker's Wife*); M. Pagnol

1960s: *Tirez sur le pianiste* (*Shoot the Piano Player*); François Truffaut (1960)  
*Les 400 coups* (*400 Blows*); François Truffaut (1960)  
*Alphaville*; J-L Godard (1965)  
*Chloé de 5 – 7*; Agnes Varda (1961)  
*Zazie dans le métro*; Louis Malle (1962)

1970s: *La Vie devant Soi* (*Madame Rosa*); M. Mizrahi (1977)  
*La Grande Bouffe*; Ferreri (1973)  
*Le Charme discret de la bourgeoisie* (*The Discreet Charm of the Bourgeoisie*); Luis Bunuel (1972)  
*Mon Oncle Antoine*; Claude Jutra (Québec, 1971)

1980s: *Diva*; J-J Beineix (1982)  
*La vie est un long fleuve tranquille*; (*Life is a Long Quiet River*); E. Chatiliez (1987)  
*Au Revoir les Enfants* (*Good-bye Children*) (1987)  
*Jésus de Montréal*; Denys Arcand (Québec, 1986)

1990s: *Le Zèbre* (*The Zebra*); J. Poiret (1994)  
*La Haine* (*Hate*); Mathieu Kassovitz (1995)  
*Le Confessionnal*; Robert Lepage (Québec, 1995)  
*Nô*; Robert Lepage (Québec, 1998)

2000s: *Le Fabuleux Destin d'Amélie Poulain* (*Amélie*); Jean-Pierre Jeunet (2001)  
*Maelstrom*; Denis Villeneuve (Québec, 2000)

2010s: *Gabrielle*; Archambault, Louise, (Québec, 2013)  
*Juste la fin du monde*; Dolan, Xavier, (Québec/France, 2016) – la famille  
*Monsieur Ibrahim*; Dupeyron, François (France, 2013)  
*Incendies*; Villeneuve, Denis (Québec, 2010) – les réfugiés et l'immigration

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: June 2, 2023

**Subject: Proposal for revision of FREN 415: Myths, tales and Legends in Francophone literatures**

*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 outcomes have been updated to remove duplication. Course content and assignments have been updated to reflect current practice. ~~N/A~~

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

LOs have been edited to avoid redundancies

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)? [MOLAN/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 \(UNDRIP\)](#).

This course includes Indigenous authors, history, texts and readings as core material. Through a comparative approach, questions of colonization and decolonization in the Francophone literature are discussed throughout the semester.

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

This course includes diverse cultures from the Francophone world, authors, history, texts and readings as core material. Through a comparative approach, questions of colonization and decolonization, gender issues, otherness and cultural beliefs in ~~the~~ Francophone literature are discussed throughout the semester.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): 100\$



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 415                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Myths, Tales, and Legends in Francophone Literatures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Myths, Tales & Legends in Lit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will explore francophone literatures in a comparative perspective through the study of myths, tales, and legends in literary texts and narratives. Conducted entirely in French, this course mainly focuses on traditional and contemporary literary application of myths, tales, and legends in African, Indigenous, French, and French Canadian literatures. Literary analyses will cover topics such as the creation of the universe and its beings, emblematic heroic figures, and the importance of social relations. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | FREN 315 or FREN 319.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                   |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: May be offered in multiple delivery modes<br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                                                     |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 60 | Tutorials/workshops |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                           |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**FREN 415**
**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. Read and analyze literary texts at an advanced level.
2. Use advanced research skills.
3. Write creatively.
4. Use intertextual and intercultural approaches to analyze texts critically.
5. Demonstrate knowledge of Francophone cultures and literatures: Indigenous, African, French, and French Canadian.

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

|              |     |             |     |   |
|--------------|-----|-------------|-----|---|
| Assignments: | 75% | Final exam: | 25% | % |
|              | 25% |             | %   | % |

**Details:** Assignments include 15% oral presentation and 10% participation.

**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 presentations, group work, readings, comparative research and intertextuality, writing workshop.

**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 | Assiniwi, B.          | Ikwe la femme algonquienne, Editions Vent d'Ouest | 1998 |
| 2. Textbook | Beaugrand, H.         | La Chasse-galerie, Bibliothèque Québécoise        | 1991 |
| 3. Textbook | Diop, B.              | Les Contes d'Amadou Koumba, Présence Africaine    | 1960 |
| 4. Textbook | Tournier, M.          | Le Coq de Bruyère, Gallimard                      | 1680 |
| 5.          |                       |                                                   |      |

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

None

**Course Content and Topics**

- Academic writing, research, and reading strategies in literature (revision)
- Myths of origins and founding legends
- Oral literatures: staging and performance in myths, tales, and legends
- Cosmogonic narratives: time and space
- Heroes and emblematic figures
- Monsters and anti-heroes
- Workshop in African storytelling
- Social relationships: parents and children
- Gender relationships
- Spirituality, power, and magic
- The self and the other
- Lost paradise
- Morality and teachings: socialization, identities, and values

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 420**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
  
2. Rationale for change: **This memo is an update to show what we currently teach in this course, the evaluation method and the textbooks used. The hours remain the same (60) but there is no seminar, therefore all 60 hours are listed as class / lecture.**
  
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **n/a**
  
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
  
5. Which program areas have been consulted about the change(s)? **MOLA**  
 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 \(UNDRIP\)](#). **Instructors can choose readings by an Indigenous francophone author. The students will discuss this reading orally in class and analyse the issues brought forward.**
  
6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **EDI is at the core of the texts studied.**

We study texts by authors from diverse social, cultural, and economic backgrounds around the world. These texts are analysed and discussed in French in a respectful and inclusive environment.

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. French 420 is offered once a year.
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2013  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 420                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 4 <u>Course credit policy (105)</u>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> French Translation and Comparative Stylistics<br><b>Course Short Title:</b> Translation & Comp Stylistics                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Taught entirely in French, this course provides students with the basic tools of comparative stylistics and translation, such as transposition, translation units, modulation, and expansion, and improves their understanding of the nuances of French syntax, grammar, vocabulary, and register. Students will closely examine translations of excerpts of different well-known texts and will work on actual translations from French to English and English to French. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | FREN 319 and two other 300-level FREN courses.                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                          |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <u>policy 207</u> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>Face-to-face only</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>26</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>                                                                                                                                                                                          |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                          | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                |           | <b>Transfer Credit</b> <i>(See <u>bctransferguide.ca</u>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <u>transfer credit form</u>.)</i>                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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. Divide a text into translation units in both English and French.
2. Understand the concepts of modulation, transposition, syntactic and lexical gallicisms, and anglicisms, and identify these by comparing translations.
3. Identify differences in registers and context in a variety of documents.
4. Use technological tools available to translators and terminologists.
5. Identify common difficulties and pitfalls in interlinguistic transfer. Reference will be made to indigenous languages.
6. Translate non-technical texts of moderate difficulty from English to French and French to English.

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

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

**Details:** Assignments include 40% exercises and 10% class participation.

**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.)*

Primary format of instruction is lecture; course will also involve discussion, student presentation, paired work on translation exercises, and an on-line component. Participation in class is compulsory.

**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 | Beigbeder, Frédéric                | <i>Windows on the World</i> . Paris: Grasset                                                          | 2003 |
| 2. Textbook | Translated by Frank Wynne          | <i>Windows on the World</i> , New York: Miramax                                                       | 2006 |
| 3. Textbook | Gile, Daniel                       | <i>La Traduction, la comprendre, l'apprendre</i> . Paris: PUF                                         | 2005 |
| 4. Textbook | Lappin-Fortin, Kerry               | <i>Traduire? Avec plaisir</i> . Toronto: Canadian Scholars' Press Inc.                                | 2010 |
| 5. Textbook | Pollark, Liliane                   | <i>La traduction sans peur...et sans reproche</i> . Boucherville, Québec                              | 1995 |
| 6. Textbook | Vercollier A.                      | <i>Difficultés expliquées du français for English Speakers</i> , Toronto, CLE International           | 2004 |
| 7. Textbook | Vinay, Jean-Paul & Darbelnet, Jean | <i>Cahier d'exercices no. 1 – Stylistique compare du français et de l'anglais</i> . Laval: Beauchemin | 1991 |
| 8. Textbook | Watson Rodger, Valentine           | <i>Mieux traduire, mieux s'exprimer</i> . Toronto: Canadian Scholars' Press Inc.                      | 1998 |

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

Students will need a good unilingual French dictionary and a bilingual French-English dictionary. Pocket dictionaries are inadequate.

**Course Content and Topics**

- Basic notions: differences between French and English; translation tools (dictionaries; on-line terminology banks, etc.); introduction to translation methodology and cognitive processes
  - Unilingual and bilingual dictionary exercises; examples of erroneous and unintentionally humorous translations on labels, ads, instructions, etc.
- What is a translation unit?
  - Identifying translation units
  - Collaborative work on translation of a given text
- Direct translations: *emprunts* /loanwords ;*calques* / loan translations
  - Identifying loanwords and loan translations
  - Comparing Frédéric Beigbeder's "Windows on the World" and its translation
- Lexical and structural anglicisms and gallicisms; "faux amis"
  - Identifying anglicisms and gallicisms and correcting them; identifying "faux amis" and finding the correct translation; individual translation
- Indirect translations: What is transposition?
  - Transposition exercises
- Indirect translations: What is modulation?
  - Modulation exercises
  - Collaborative work on translating a text, using transposition and modulation techniques
- Indirect translations: What is equivalency?
  - Equivalency exercises

- French – English: Reduction
  - Translating a text from French – English; reducing the number of words; individual translation
  - Collaborative translation; reducing the English text
- English – French: Expansion
  - Translating a text from English – French : expanding the number of words
  - Comparison of Charles Baudelaire's translation of Edgar Allan Poe's "Le Chat Noir"
- Translation challenges: Aesthetic
  - Comparing a translation of Cyrano de Bergerac with the original French text; Individual translation to hand in
  - Collaborative work on translating Pauline Johnson's "Legends of Vancouver"
- Translation challenges: Register
  - Exercise on translating a text in the appropriate sociolinguistic register
  - Collaborative work on a translation in a familiar register
- Translation challenges: non-standard works – jargon, dialects, sociolects
  - Identifying non-standard works; Comparing an excerpt of a Michel Tremblay play and its translation
  - Collaborative work on a translation from *joual* (Quebec dialect)
- Translation challenges: puns; film sub-titles
  - Study of translated puns; movie sub-titles; critique and suggested improvements
  - Collaborative work in translating puns and sub-titles

**Memo for Course Changes**

To: Linda Pardy, Chair CACC

From: Alan Cameron, MOLA Head

Date: May 26, 2023

**Subject: Proposal for revision of French 430**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **This submission is to update the information to reflect what we currently teach in this course, the evaluation methods and the textbooks used.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **n/a**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **MOLA**
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 is a course in French linguistics where we frequently do lexical and syntactical comparisons between languages, so we intend to examine some structures and vocabulary in Hal'qeméylem and compare them with French and English phonemes. We will also study the large number of loan words which French and English have absorbed from Indigenous languages.**

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? This course focuses on French linguistics; as such it will examine how language can be used to advance equity and diversion as well as seeing how language has been used as an instrument to hold people down and not foster diversity and inclusion. For example, we spend much time looking at how language reflects social change as it evolves. We see how French in Canada has been quicker to embrace these changes, such as eliminating sexist and racist expressions. Whereas in English we often replace sexist terms with gender neutral language ('Workers' instead of 'Workmen' and such), French adds new terms which reflect societal change ('la professeure', 'une écrivaine', 'une commise') to bring female forms to traditionally male-dominated professions. Some projects deal with current social issues such as equity and diversity so these questions will be brought forward and discussed in a fair and equitable manner.
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 offered once a year.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$35.00



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): March 2030  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 430                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 4 <u>Course credit policy (105)</u>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> French Applied Linguistics<br><b>Course Short Title:</b> French Applied Linguistics                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Modern Languages                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Intended for those who wish to teach French or simply develop their knowledge of the structure and phonology of the French language, this course develops students' knowledge of French linguistics. The course is designed to apply linguistic theory and practice to the effective acquisition and refinement of French syntax, phonology, morphology, and idiom. Students will also learn how to use linguistics as a pedagogical instrument to make teaching more efficacious.        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | LING 101, FREN 319, and two other 300-level FREN courses.                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <u>policy 207</u> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>28</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                               |           | <b>Transfer Credit</b> <i>(See <u>bctransferguide.ca</u>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <u>transfer credit form</u>.)</i>                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 26, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 refined skills in both oral and written French, with an emphasis on linguistic theory and practice.
2. Apply their knowledge of basic linguistics with a focus on the role of both socio- and psycholinguistics in second language acquisition.
3. Demonstrate their knowledge of phonology, phonetics, the IPA (International Phonetic Alphabet), grammatical and derivational morphology, syntax, semantics, lexicology, the development of French from the Vulgate (including some texts in Old French), and transformational grammar.
4. Apply their knowledge of applying linguistics to effective pedagogical practices.

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

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

**Details:** Assignments include 20% in-class presentation, 30% homework assignments, 10% class participation.

**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.)*

Approximately one third to one half of class time will be devoted to lectures on linguistic theories with special attention given to applying these theories to both studying and teaching French. The rest of class time will be spent in group discussion of presentations made by students on specific linguistic topics and how to use them in the acquisition of language. We will do lexical, phonemic, and syntactical comparisons between languages, including structures and vocabulary in Hal'qeméylem, French and English. We will also study the large number of loan words which French and English have absorbed from Indigenous languages. All activities will be carried out in French.

**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 | Alain Cameron                                       | <i>Carpe Linguam: Introduction à la linguistique française appliquée</i> , UFV Press                                               | 2013 |
| 2. Textbook | Arrivé, Michel, Gadet, Françoise & Galmiche, Michel | <i>La grammaire d'aujourd'hui: Guide alphabétique de linguistique française</i> , Paris: Flammarion                                | 1986 |
| 3. Textbook | Champagne-Muzar, C. et Bourdages, Johanne S.        | <i>Le point sur la phonétique en didactique des langues</i> , CEC Québec                                                           | 1993 |
| 4. Textbook | Ducrot, Oswald & Todorov, Tzevan                    | <i>Dictionnaire encyclopédique des sciences du langage</i> , Paris: Seuil                                                          | 1972 |
| 5. Textbook | Germain, Claude                                     | <i>Évolution de l'enseignement des langues: 5000 ans d'histoire</i> , Paris: CLE International                                     | 1993 |
| 6. Textbook | Grevisse, M                                         | <i>Le Bon usage</i> 12e édition refondue par A. Goose, Paris-Gembloux: Duculot                                                     | 1986 |
| 7. Textbook | Ligier, Françoise et Savoie                         | <i>Didactique en questions, le point de vue de 22 spécialistes en français L2</i> , Les Éditions LA Lignée Inc.                    | 1986 |
| 8. Textbook | Riegel, Martin, Pellat, J.C. & Rioul, R.            | <i>Grammaire méthodique du français</i> , Paris: PUF                                                                               | 1994 |
| 9. Textbook | Robert, P.                                          | <i>Le nouveau Petit Robert: Dictionnaire alphabétique et analogique de la langue française</i> , Paris: Éditions du nouveau Littre | 2011 |

**Course Content and Topics**

- Review of fundamentals: linguistic science and its branches; Indo-European, the scientific method, linguistic corpi, language in society, language over time.
- Phonetics and phonology: spelling and pronunciation, the sounds of French, the IPA, transcriptions, vowels, consonants and semi-vowels, phonetic variations, oppositions and minimal pairs, distinctive traits, assimilation, *enchaînement*, *liaison*, accent, intonation.
- Grammatical morphology: criteria and classification of morphemes, verbal, nominal, adjectival and adverbial morphology.
- Derivational morphology: allomorphs, prefixes, suffixes, other processes.
- Syntactic structures: sentence and phrase structure, syntagms, syntactic trees, complex sentences.
- Syntax and transformational grammar: more on sentence structure, nominal and adjectival transformations
- Transformational grammar: verbal transformations: person, gender, number, mood, voice, and tense.
- Semantics: componential analysis, polysemics, homonyms, synonyms, antonyms, hyponyms, presuppositions, maxims of conversation
- The development of Modern French: Latin, the vulgate, morphology, and syntax of Old French
- Lexicology and review: lexical systems and variations, argument structures, borrowings, homophones

**Memo for New Course**

To: Linda Pardy

From: Alan Cameron, Department Head, Modern Languages Institute

Date: March 22, 2022

**Subject:** Proposal for new course French 460 – Special Topics in French

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

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

This is a shell course for those one-time offerings of courses which we teach at UFV from time to time. Hence the request for this new special topics course.

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

2. Explain how the course learning outcomes align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The LOs of the course which include applying key concepts of the special topic, analyzing representative texts, writing an analysis and conducting guided research, all fit the learning objectives of the programme and the institution.

1. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? This course will likely not be used by any other program since it will only be offered when special topics arise. This may occur when we have guest or temporary instructors in the department.
3. Which program areas have been consulted about the course? MOLA has approved it.
4. If a new discipline designation is required, explain why: N/A
2. 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 \(UNDRIP\)](#). While it can be difficult to predict the topics that will be offered, the department will do its best to ensure that Indigenous content or methodology is included each time the 460 designation is used.
5. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? One of the fundamental principles of language and cultural pedagogy which we embrace in all of our courses and programmes of study in MOLA is the essential equity of all languages and cultures to each other. This concept is discussed explicitly in upper-level courses and contributes to students' intercultural competency. In MOLA we include everyone who wants to learn a new language whatever their background. Course instructors use Blackboard and its accessibility features for course materials. Classroom activities and

assignments offer a variety of topics in multiple formats, including solo and group work, oral and written assignments, giving students of different learning preferences equal opportunity to succeed.

6. 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.: **As stated above, French 460 will only be offered on a 'as needed' basis.**
7. Estimate of the typical costs for this course, including textbooks and other materials: **no extra resources will be needed**



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** NEW COURSE BUDGET APPROVAL: FREN 460, MODERN LANGUAGES, COLLEGE OF ARTS  
**Date:** NOVEMBER 21, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the implications of the proposed new course FREN 460, and I approve its submission to CACC and UEC for curriculum review. I will work with the Budget planning office to incorporate the new course in our Course Plan going forward.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie" followed by a stylized flourish.

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
Faculty of Social Sciences  
[5041854515@ufv.ca](mailto:5041854515@ufv.ca)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> FREN 460                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Special Topics in French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Special Topics in French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> MOLA                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students study at an advanced level a topic in Francophone literature, culture, language, education, or linguistics. They develop their presentation skills, engage in in-depth class discussions, and write an independently researched final paper or project. All course content, instruction, and assignments are in French and the course is designed as an immersive experience.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | FREN 319 and one other FREN course 300-level and above.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                                                               |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br><br>Expected frequency: <b>Infrequent</b><br><br>Maximum enrolment (for information only): <b>28</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table>                                                                                                                                           |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> March 22, 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> March 1, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**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 key concepts of the special topic through informal discussions and/or formal presentations.
2. Identify and analyze representative texts of the special topic.
3. Write analysis of the special topic using appropriate scholarly conventions and research methods.
4. Conduct guided research using secondary sources to inform written and oral work.

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

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

**Details:** Assignments include 25% term paper and 35% other assignments (reports, journals, essays).

**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, seminars, facilitated discussion, student-led discussion, research assistance, and oral presentations

**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 | Romain Gary           | La vie devant soi                    | 1982 |
| 2. Textbook | Irène Némirovsky      | Suite française                      | 2006 |
| 3. Textbook | Elie Wiesel           | La Nuit                              | 2007 |
| 4.          |                       |                                      |      |
| 5.          |                       |                                      |      |

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

Sample for FREN 460C, Post World War II Literature in France:

- Introduction to post-war France
- Elie Wiesel, *La Nuit*
- Irène Némirovsky, *Suite française*
- Romain Gary, *La Vie devant soi*
- Seminar conference

Sample for FREN 460D, Contemporary Issues in French Education in Minority Settings:

- Introduction
- Linguistic and cultural identities
- Colonialism and decolonization
- Immigration
- Power minority/majority
- French as the other official language
- Language and belonging(s)

Example for FREN 460E, Francophone Pop Culture:

- Cultural influences
- Contemporary music
- Mixed media (e.g. dance, photography, comics, art)
- Contemporary cinema
- Social media and its impact on francophone culture

**Memo for Program Changes**

To: Linda Pardy

From: Alan Cameron, Head MOLA

Date: October 26, 2023

**Subject: Program change French major, minor, 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:

2. Rationale for change(s): **This shell course is designed to allow MOLA to offer Special Topics courses with a different letter designation. This would happen during special occasions such as sabbatical leaves where programme needs might require a special topics course.**

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: **The LOs of the course which include applying key concepts of the special topic, analyzing representative texts, writing an analysis and conducting guided research, all fit the learning objectives of the programme and the institution**

4. What consideration has been given to Indigenizing the curriculum? **The department will do its best to ensure that Indigenous content or methodology is included each time the 460 designation is used.**

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? **This will give students extra choice and flexibility and makes our programme more flexible as well.**

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? **No change**

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) **Current faculty will teach these courses when needs arise.**
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **no**
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.



## MEMO

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**To:** Linda Pardy  
**From:** Sylvie Murray  
**Cc:** Tara Kaszonyi, Mark Fischer  
**Subject:** Program Changes Budget Approval: French Major, Modern Languages, College of Arts  
**Date:** OCTOBER 26, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budgetary review of the proposed changes to the French Major and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie", with a stylized flourish at the end.

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

604-854-4515

## French major

Upper-level requirements: 32 credits

| Course                   | Title                                                      | Credits |
|--------------------------|------------------------------------------------------------|---------|
| FREN 315                 | Introduction to Francophone Literature                     | 4       |
| FREN 319                 | Advanced French Composition                                | 4       |
| FREN 325                 | Phonetics and Pronunciation                                | 4       |
| FREN 342                 | Advanced French Oral Communication                         | 4       |
| FREN 345                 | French and Quebec Cinema Since 1950                        | 4       |
| <b>Three of:</b>         |                                                            | 12      |
| FREN 415                 | Myths, Legends, and Tales in Francophone Literatures       |         |
| FREN 420                 | French Translation and Comparative Stylistics              |         |
| FREN 430                 | French Applied Linguistics                                 |         |
| FREN 450                 | Special Topics in French I (see Note <a href="#">1</a> )   |         |
| FREN 451                 | Special Topics in French II (see Note <a href="#">1</a> )  |         |
| FREN 452                 | Special Topics in French III (see Note <a href="#">1</a> ) |         |
| <a href="#">FREN 460</a> | <a href="#">Special Topics in French (see Note 2)</a>      |         |

Note [1](#): FREN 450, 451, and 452 are not offered at UFV; these courses are intended for students who participate in a formal exchange program, currently available at Université Laval.

[Note 2: FREN 460 is a special topics course offered under different letter designations \(FREN 460C, FREN 460D, etc.\) to indicate different course topics. FREN 460 can be taken multiple times for credit provided the letter designation differs, but may only be used once to meet program requirements.](#)

## French extended minor

Upper-level requirements: 20 credits

| Course          | Title                                  | Credits |
|-----------------|----------------------------------------|---------|
| FREN 319        | Advanced French Composition            | 4       |
| <b>Four of:</b> |                                        | 16      |
| FREN 315        | Introduction to Francophone Literature |         |
| FREN 325        | Phonetics and Pronunciation            |         |

|                          |                                                      |  |
|--------------------------|------------------------------------------------------|--|
| FREN 342                 | Advanced French Oral Communication                   |  |
| FREN 345                 | French and Quebec Cinema Since 1950                  |  |
| FREN 415                 | Myths, Tales, and Legends in Francophone Literatures |  |
| FREN 420                 | French Translation and Comparative Stylistics        |  |
| FREN 430                 | French Applied Linguistics                           |  |
| FREN 450                 | Special Topics in French I                           |  |
| FREN 451                 | Special Topics in French II                          |  |
| FREN 452                 | Special Topics in French III                         |  |
| <a href="#">FREN 460</a> | <a href="#">Special Topics in French (see Note)</a>  |  |

[Note: FREN 460 is a special topics course offered under different letter designations \(FREN 460C, FREN 460D, etc.\) to indicate different course topics. FREN 460 can be taken multiple times for credit provided the letter designation differs, but may only be used once to meet program requirements.](#)

## French minor

Upper-level requirements: 20 credits

| Course                   | Title                                                   | Credits |
|--------------------------|---------------------------------------------------------|---------|
| FREN 319                 | Advanced French Composition                             | 4       |
| <b>Four of:</b>          |                                                         | 16      |
| FREN 315                 | Introduction to Francophone Literature                  |         |
| FREN 325                 | Phonetics and Pronunciation: The Silky Sounds of French |         |
| FREN 342                 | Advanced French Oral Communication                      |         |
| FREN 345                 | French and Quebec Cinema Since 1950                     |         |
| FREN 415                 | Myths, Tales, and Legends in Francophone Literatures    |         |
| FREN 420                 | French Translation and Comparative Stylistics           |         |
| FREN 430                 | French Applied Linguistics                              |         |
| FREN 450                 | Special Topics in French I                              |         |
| <a href="#">FREN 460</a> | <a href="#">Special Topics in French (see Note)</a>     |         |

[Note: FREN 460 is a special topics course offered under different letter designations \(FREN 460C, FREN 460D, etc.\) to indicate different course topics. FREN 460 can be taken multiple times for credit provided the letter designation differs, but may only be used once to meet program requirements.](#)

**Memo for Program Changes**

To: Samantha Hannah

From: Linda Pardy

Date: Jan 28, 2024

**Subject: Program change Bachelor of Arts Degree**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s): There are three proposed revisions being submitted:

**a. Incorporation of the Personal and Social Responsibility and the Career and Portfolio requirements into the main Core Competencies revising the BA requirements from six to four as follows:**

- Core competencies
- Second Language competency
- Subject specific major/minor course requirements
- General elective courses

**As well as removing the learning outcome list from the calendar copy.** The rationale for both these edits is to simply make the calendar copy easier to scan and easier to understand and follow.

**b. The Career and Portfolio requirement renamed to Professional Practices and additional courses options added to provide students with more flexibility.** Since 2017 best practices in assessment, portfolio learning, and career education have evolved. Students today are entering a more tumultuous work post-university life. As a result, PORT 399 has been updated (effective September 2024) and renamed Arts & Integrated Studies: Professional Practices II (AIS 399). The revised course includes a more critical review of career, employment, and workplaces, and addresses the explicit contributions a Liberal Arts education provides students as they move into an increasingly complex world.

However, the Arts Worx team hosted a variety of events during the Fall 2023 semester related to student-lead learning and during these events it was common for students to describe where they were experiencing the most impactful career education and post-university planning experiences (i.e., honours program courses, capstone courses, and practicums). Many students spoke of PORT 399 duplicating learning outcomes and not being as effective as their honours or capstone course experiences. Reflecting on this student feedback and drawing on exemplars (i.e., Mt Royal University, University of Toronto, Cape Cod Community College, Dallas College, Campbell University, University of Minnesota, Cal State, University of San Diego etc.) that the Arts Worx team learned about at a Career to Curriculum Institute, facilitated by American Association of Colleges and Universities (AAC & U) it was recognized that additional courses that have explicit learning outcomes related to professional self-assessment and reflective practice directly associated to post-university career or planning could be added to the Professional Practices competency to give students more flexibility.

- c. **The Intercultural and Civic Engagement core competencies be reduced from two courses to one required course.** The College of Arts recognizes the outstanding work that each department and school has done since 2017 to infuse intercultural and civic engaged thinking into their courses. Acknowledging that each department and school now has courses that address these two core competencies there is a desire to provide students with more room for electives within their degree so that they are not as locked down to specific courses.
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 BA and each of its disciplines continues to expand opportunities for students to engage in experiences and course work that is Indigenized and decolonized. This is done through the individual curriculum offerings.**
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? **Any of the revisions being put forward will not impact enrolment directly. The revisions, which include a variety of additional options, will make program planning more transparent and responsive to student expressed needs.**
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. **No**
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. **See Attached**

**CWC comments and responses:**

- Is the “with approval” notation still needed for the AIS courses in the civic and intercultural engagement sections? (Does this apply to all three AIS courses, or only AIS 480?)  
*All three – it will depend on where the student practicum or service learning is.*
- Professional practices: Why have these specific courses been added? Is there an intention to expand this list?  
*These course have been added because they have explicit professional skills built into them. CoA departments will have an opportunity each year to submit courses for inclusion in list if they add learning outcomes related to reflective learning in a professional workplace or graduate school context.*

# Bachelor of Arts degree

## Program requirements

The BA is divided into ~~six~~four learning areas:

1. [Core competencies](#)
2. [Second language competency](#)
3. ~~Personal and social responsibility competencies~~
4. ~~Career and portfolio development courses~~
- 5.3. [Subject specific major/minor course requirements](#)
- 6.4. [General elective courses](#)

Students design their degree by selecting courses from within these ~~six~~four learning areas to meet the following requirements:

1. 120 credits, of which 60 credits must be completed at UFV.
2. One major or two extended minors/minors (minimum 24 credits each), of which 50% of the upper-level credits must be completed at UFV.
3. 65 credits in Arts subjects.
4. 55 credits in any subject at the university level (100-level and above).
5. At least 45 upper-level credits, of which 30 credits must be completed at UFV.

### 1. Core competencies (~~5 courses: 15–17 credits~~)

#### Core competency skills

#### Writing foundation

~~Successful students will be able to:~~

- ~~• Demonstrate knowledge of how audience, purpose, and situation shape written communication.~~
- ~~• Employ conventions of organization, presentation, formatting, and style in a range of genres.~~
- ~~• Use source material ethically and critically in written communication.~~
- Engage in processes of reading, summarizing, critiquing, and citing relevant and credible sources.

#### Select one from each category

- CMNS 125 (see Note 2)
- ENGL 105
- A or better in one of English Studies 12 or English First Peoples 12
- A or better in one of ENGL 091 or ENGL 099

#### To be completed

Within the first 30 credits

**Additional ~~W~~written, oral, or visual communication**

~~Successful students will be able to:~~

**~~Oral communication option:~~**

- ~~• Demonstrate confidence and clarity of purpose when speaking in a public context.~~
- ~~• Employ delivery and organization techniques that strengthen reception of the central idea.~~
- ~~• Respond effectively to audience's verbal and non-verbal feedback in the moment of one's speaking.~~
- ~~• Critique one's own and others' oral presentation skills constructively.~~

**~~Visual communication option:~~**

- ~~• Identify the formal elements of a variety of visual media.~~
- ~~• Analyze visual media within a critical, contextual framework.~~
- ~~• Source and use images ethically.~~
- ~~• Communicate capably with and about images.~~

**~~Written communication option:~~**

- ~~• Write for different audiences, purposes, and situations.~~
- ~~• Consistently use conventions particular to a specific discipline and/or writing task, including organization, presentation, format, and style.~~
- ~~• Consistently use credible, relevant sources to support ideas or arguments.~~
- ~~• Complete all steps in the writing process: pre-writing, drafting, revising, editing, and submission.~~

- AH 100, AH 101, AH 102, or AH 204 Within the first 60 credits
- CMNS 235 or CMNS 251
- ENGL 210
- Any 100-level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN
- GD 101 or GD 102
- SOC 254
- THEA 111 or THEA 112
- VA 113, VA 115, or VA 116

**Critical thinking**

- PHIL 100 Within the first 30 credits

Successful students will be able to:

- Evaluate arguments and their supporting evidence.
- Examine context, perspective, and assumptions when evaluating and making arguments in various disciplines.
- Construct rational arguments.
- Identify and assess counter arguments to one's position.

**Quantitative literacy**

Successful students will be able to:

- Explain and interpret information presented in quantitative forms.
- Convert relevant information into quantitative forms.
- Draw conclusions from an analysis of quantitative data.
- Use quantitative evidence in support of an argument.

One of:

- ECON 100 or ECON 101
- GEOG 252 or GEOG 253
- MATH 105, MATH 110, MATH 111, MATH 123, MATH 140, or MATH 141
- PSYC 110
- STAT 104 or STAT 106

Within the first 60 credits

**Science requirement**

Successful students will be able to:

- Express positions that are scientifically informed.
- Evaluate the quality of scientific information based on its source and the methods used to generate it.
- Articulate the role of observation and experimentation in the development of scientific theories.
- Identify ethical issues involved in the practice and application of science.
- Discuss the relevance of science in their lives and how it may affect them in their public and private roles.

One of:

- AGRI 123, AGRI 124, AGRI 129, or AGRI 163
- ASTR 101, ASTR 103, or ASTR 104
- Any 100-level or higher BIO, CHEM, or PHYS course
- GEOG 103, GEOG 105, GEOG 111, or GEOG 116
- HSC 111
- IPK 477
- KIN 163 or KIN 170
- NURS 105
- PSYC 202

Within the first 60 credits

**Personal and social responsibility****Civic Engagement and Intercultural.**

**Select one course course from either list. from each category**

### **Civic engagement**

Successful students will be able to:

- ~~Articulate the aims and goals of a particular community group or activity.~~
- ~~Apply skills and knowledge acquired during BA studies in the community (external and/or internal university community).~~
- ~~Identify ways one's civic engagement benefits the individual and society.~~
- ~~Reflect on one's self-development related to civic identity and participation.~~

- ~~ARTS- AIS~~ 280, ~~ARTS- AIS~~ 380, or ~~ARTS- AIS~~ 480 (with approval)
- GDS 100/GEOG 109, GDS 260, or GDS 310/GEOG 396/SOC 396
- GEOG 312, GEOG 412, GEOG 460, or GEOG 464/GD 464
- IPK 402 (see Note 2)
- VA 390
- Approved, relevant internship or practicum not listed above

### **Intercultural engagement**

Successful students will be able to:

- ~~Identify one's own cultural norms and biases.~~
- ~~Articulate characteristics and features of another culture.~~
- ~~Interpret intercultural engagement through more than cultural one perspective.~~
- ~~Articulate similarities and differences between cultures in a non-judgmental way.~~

- ANTH 111
- ~~ARTS- AIS~~ 280, ~~ARTS- AIS~~ 380, or ~~ARTS- AIS~~ 480 (with approval)
- CMNS 180
- ENGL 228
- FREN 103
- GDS 250/SOC 250 or GDS 311/GEOG 398/SOC 398
- GEOG 346 or GEOG 466/GD 466
- HIST 103 or HIST 396O
- ~~IDS 300G~~ SOCA 301
- IPK 386, IPK 401, or IPK 402 (see Note 2)
- JAPN 103
- LAS 200
- MACS 399K
- PACS 200
- SOC 200
- Approved, relevant internship, practicum, or study abroad not listed above

Professional Practices

- AIS 299

Plus one additional course from the following list:

- AIS 399, 380, 480
- CMNS 412
- HIST 401
- PSYC 490

Note 1: Students may not use a course applied to other learning areas to meet their personal and social responsibility competencies.

Note 2: Students who have taken CMNS 120 prior to Fall 2021 can use that course to satisfy this requirement.

Note ~~23~~: Students may use IPK 402 (~~93~~ credits) to meet ~~both either~~ the civic engagement ~~and or~~ the intercultural engagement competencies. ~~Students in the Indigenous Studies major or minor cannot apply IPK 402 to the BA requirements without approval from Academic Advising.~~

~~Note 1: Students may not use the same course to meet more than one core competency skill requirement.~~

~~Note 2: Students who have taken CMNS 120 prior to Fall 2021 can use that course to satisfy this requirement.~~

**2. Second language competency (0–3 credits)**

All BA students will demonstrate competency in a language other than English, equivalent to B.C. secondary school Grade 11. Students meet competency by one of the following:

- Successfully completing any Grade 11 secondary school second language course;
- Successfully completing any language immersion program, such as French Immersion;
- Graduating from a secondary school in which the language of instruction is not English;
- Graduating from a post-secondary institution in which the language of instruction is not English;
- Successfully completing any Modern Language 101 course, such as SPAN 101 or MAND 101, at UFV;
- Successfully completing a second language course at another institution which transfers to UFV and is equivalent to a Modern Languages 101 course or higher; **or**
- Successfully completing Levels 1, 2, and 3 of American Sign Language (ASL).

Students who have gained second language competency through other means may contact [Modern Languages](#) to inquire about an assessment.

Note: Students may not use the same course to meet additional requirements such as the second language competency or the personal and social responsibility competencies. Students are welcome to take additional second language courses to meet those requirements.

### **~~3. Personal and social responsibility competencies (2 courses, 6-8 credits)~~**

~~Students must demonstrate and apply learning in two areas of personal and social responsibility: civic engagement and intercultural engagement. Through civic engagement, students apply classroom learning to their communities and reflect on the personal and social benefits of active citizenship. Through intercultural engagement, students gain insight into respectful intercultural practices, which includes understanding one's cultural norms and biases and respecting and honouring cultural differences, and apply what they have learned.~~

### **~~4. Career and portfolio development courses (2 courses, 6 credits)~~**

#### **~~Course      Recommended to be completed~~**

~~ARTS 299 Before 60 credits~~

~~PORT 399 After 90 credits and prior to graduation~~

### **35. Subject specific major/minor course requirements**

To plan and/or declare a major, extended minors, or minors, students should book an appointment with an Academic Advisor at [ufv.ca/advising](http://ufv.ca/advising).

#### **When to declare**

- Between 30 and 60 credits
- Failure to declare by 60 credits: registration in further courses is blocked

#### **Declaration requirements**

- Minimum CGPA of 2.00 on all credits attempted
- Minimum grade of C in each of the three required courses for the subject discipline, unless otherwise stated

#### **What to declare (minimum)**

- One major, **or**
- Two extended minors/minors of a minimum of 24 credits each

**Memo for Program Changes**

To: Samantha Hannah

From: Linda Pardy

Date: Jan 18, 2024

**Subject: Program change BIS Degree**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify: [Implementation of Program Review recommendations, and administrative housekeeping updates to calendar copy.](#)

2. Rationale for change(s): [Many of the revisions are administrative updates, removing options that are suspended or have already been discontinued and copy edits.](#)

[The BIS Program Review recommended revisions to the administrative structure of the program to ensure its sustainability. The Program Review also recommended revising the STATS requirement to include other options for students to accomplish the numeracy core competency in addition to a STATS pathway. The Program Review specifically recommended MATH 123 – which has been added along with any MATH option that fits an individual student's education/career goals. In addition, revisions have been made to reduce the one-off or special substitution approvals related to core competencies so that degree planning can be done more consistently, degree audit software is more transparent, and the one-to-one approval process is less labour intensive for students, Academic Advisors, and the AIS Department Head. An example of this is removing the submission of a portfolio as demonstration of having met one or more the required core competencies. Students must select a required core course option or following UFV's PLAR procedures.](#)

[Finally in response to student feedback additional options for completing the professional practice core competency, other than just AIS 399 \(formerly PORT 399\) have been added. This will provide greater support and flexibility to the mature working learners.](#)

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 BIS program continues to expand opportunities for students to engage in experiences and course work that is Indigenized and decolonized. This is done through the individual curriculum offerings.](#)
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? [Any of the revisions being put forward will not impact enrolment directly. The revisions, which include a variety of additional options, will make program planning more transparent and responsive to student expressed needs.](#)
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. [The additional MATH options may increase enrolment in certain MATH courses, especially MATH 123. BIS students are currently taking a required STATS course so the only difference may be the distribution of students. See attached email of support.](#)
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. [See Attached](#)



## MEMO

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**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: BACHELOR OF INTEGRATED STUDIES, ARTS AND INTEGRATED STUDIES, COLLEGE OF ARTS

**Date:** JANUARY 19, 2024

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed changes to the Bachelor of Integrated Studies, and I approve its submission to CAC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie".

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

## Bachelor of Integrated Studies degree

~~In the A UFV~~ Bachelor of Integrated Studies (BIS); provides students ~~can create~~ a flexible, multidisciplinary program, ~~suited to their educational and career goals. To complete their program, S~~ students develop and demonstrate core competencies ~~highly desired in the required for a variety careers and work environment workforce, such as effective communications and the use of data.~~ Prior learning ~~and professional experience~~ can be used, by assessment, to meet one or more of the competencies. Students can work with an Academic Advisor to select courses designed to meet their individual educational and/or career goals. In their program, students can choose to specialize by completing a customized Theme, minors, or a concentration in Applied Management (currently unavailable).

### Quick links

- What are the [requirements for entrance](#) to the program?
- [How to apply](#)
- [How many credits in the BIS need to be completed at UFV? How many can be transferred from other institutions?](#)
- What are the [requirements for the Bachelor of Integrated Studies?](#)
- What choices are there for specialization within the BIS? [Themes, minors, and other options](#)
- [Graduation requirements](#)
- [Relevant policies](#)

### Can professional experience be used towards the BIS?

~~Potentially, yes!~~ BIS students are encouraged to meet with an Academic Advisor to review how best to access must demonstrate professional competency as a condition of degree completion, and prior or continuing professional experience may be considered for this requirement. In addition, the Prior Learning Assessment and Recognition (PLAR). PLAR is a process that allows students the opportunity to have non-traditional previous learning and work experience assessed for credit. Please contact an Academic Advisor for more information.

...

### Subsequent degree

Students who have already completed a degree at the bachelor's level may be granted an additional bachelor's degree provided that the two degrees are significantly ~~different~~different, and that ~~the student has met the~~ program requirements are met. At least one third of the total credits required for the additional degree, including at least 30 upper-level (300- or 400-level) credits for the subsequent degree beyond the credits taken in the first or concurrent degree, must

be taken at UFV. See UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#) for more information.

## Program requirements

There are sets of requirements for the BIS.

1. [Degree, breadth, and portfolio requirements](#)
2. [Core competencies requirements](#)
3. Electives for the ~~E~~general option, minor(s), or Theme

### ~~Degree, breadth, and portfolio~~ requirements

To receive a Bachelor of Integrated Studies degree students must complete the following minimum requirements:

- 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which 30 must be completed at UFV.
- 45 upper-level credits, of which 24 are completed at UFV.
- CGPA of 2.00 in the BIS degree.
- CGPA in courses for minor(s), as specified by minor program.
- CGPA of 2.00 in all upper-level credits.
- The 120 credits must incorporate the breadth requirement.

In addition, students must complete [course work in six core competency areas](#). ~~the following two requirements:~~

~~**Breadth requirement:** Completion of one or more courses in each of at least six separate disciplines, as identified by course prefix (e.g. AGRI, ANTH, ASTR, BIO, BUS, etc.).~~

~~**E-Portfolio requirement:** Completion of PORT 398 and PORT 399.~~

### ~~Core competencies~~ requirements

1. [Effective Communications](#) (6 credits)
2. [Numeracy Use and Interpretation of Numerical Data](#) (6 credits)
3. [Scientific Practice](#) (3 credits)
4. [Digital Competency](#) (3 credits)
5. [Intercultural Engagement](#) (3 credits)
6. [Professional Competency Practice](#) (6 credits)

#### 1. Effective communications

| Core competency | Requirement |
|-----------------|-------------|
|-----------------|-------------|

**Writing Foundation communication**

CMNS 125 or ENGL 105

One of: ~~(see Notes)~~

**Plan an Additional ~~w~~Written, oral, or visual communication**

- ~~ABT 135, AH 100, AH 101, AH 102, AH 204,~~
- ~~CMNS 100 level or higher~~
- ~~ENGL 104, ENGL 105, ENGL 200, ENGL 208, ENGL 210, ENGL 211, ENGL 212, ENGL 213, ENGL 214, ENGL 215,~~
- ~~Any 100-level or higher FREN, GERM, HALQ, JAPN, MAND, PUNJ, RUSS, or SPAN~~
- ~~GD 101, GD 102, GD 157,~~
- ~~GEOG 257/CMNS 257,~~
- ~~HSER 120, ~~JRNL 300/CMNS 300 (discontinued),~~~~
- ~~MEDA 222, MEDA 260, ~~MGMT 320,~~~~
- ~~SOC 254,~~
- ~~THEA 111, THEA 112,~~
- ~~VA 113, VA 115, VA 116, VA 160, or VA 180~~
- ~~Any 100-level or higher CMNS course~~
- ~~Any 100-level or higher course taught in a language other than English, including beginning and introductory language courses~~
- Or completion of one of the following credentials:
  - ~~Paralegal certificate~~
  - ~~Paralegal diploma~~
  - ~~Records Management certificate~~
  - ~~Aboriginal Culture and Language Support diploma (discontinued)~~

~~Note 1: Students applying to the Applied Management concentration (currently unavailable) will need to complete one of CMNS 125, CMNS 175, or CMNS 251.~~

~~Note 2: Any 100-level or higher course taught in a language other than English, including beginning and introductory language courses, can be used to meet either the Effective Communications requirement or the Intercultural Engagement requirement. A single language course can only be used to satisfy one requirement, but students may choose to complete an additional language course to meet another requirement.~~

~~Note: ~~3~~ A single Communications or English course can be used to meet only one program requirement.~~

**2. ~~Use and interpretation of numerical data~~ Numeracy**

**Core competency**

**Requirement**

**Statistics**  
**Math/Stats**

Any Math 100-level or higher, including MATH 123, or

One of: STAT 104, STAT 106, or PSYC 110 (see Note)

One of: (see Notes)

**Additional use and  
interpretation of numerical data**

- BUS 143, BUS 144, BUS 145, BUS 226,
- CIVI 200,
- CRIM 220, CRIM 320,
- ECON 100, ECON 101,
- GEOG 252, GEOG 253,
- MATH 100-level or higher, MGMT 340,
- PSYC 202,
- SOC 255/ANTH 255/MACS 255, ~~or~~
- STAT 270 or higher
- Any 100-level or higher STAT course
- Or completion of one of the following credentials:
  - Architectural Drafting Technician certificate
  - Automation and Robotics Technician diploma
  - Bookkeeping for Small Business certificate
  - Carpentry certificate
  - Construction Electrician certificate
  - Electronics Technician certificate

~~Note 1: Students applying to the Applied Management concentration (currently unavailable) will need to complete STAT 104 or STAT 106 in order to satisfy prerequisites for MGMT courses in the concentration.~~

Note 2: A single MATH or STAT course can be used to meet only one program requirement.

**3. Scientific practice**

**Core competency      Requirement**

One of: (see Note)

**Scientific competency**

- AGRI 123, AGRI 124, AGRI 129, AGRI 163, AGRI 238,
- ASTR 103, ASTR 104,
- BIO 100-level or higher,
- CHEM 100-level or higher,
- GEOG 103, GEOG 116,
- HSC 111,
- KIN 163, KIN 170,
- PHYS 100-level or higher, ~~or~~
- PSYC 202
- Or completion of one of the following credentials:
  - Automation and Robotics Technician diploma

- [Construction Electrician certificate](#)
- [Electronics Technician certificate](#)
- [Practical Nursing diploma](#)

Note: Teacher education programs will have ~~more~~-specific lab science requirements. Students planning ~~on continuing on to~~ [apply for](#) Teacher Education programs should check [each program's with those programs'](#) admissions requirements.

#### **4. Digital ~~competency~~**

##### **Core competency Requirement**

One of:

- ADED 380, ADED 415,
- BUS 160/CIS110,
- CIS 100 or higher,
- ~~COMP 100-level or higher,~~ CMNS 126, CMNS 251, CMNS 300/JRNL 300 (discontinued), CMNS 301, CMNS 320, CMNS 375, CMNS 390, CMNS 399D,
- COMP 100-level or higher,
- ENGR 151,
- any GD course except GD 102,
- GEOG 253, GEOG 300J, GEOG 300N, GEOG 357/BIO 357,
- VA 119, VA 160, VA 180, VA 271, or VA 365/FILM 365/JRNL 365
- Or completion of one of the following credentials:

##### **Digital competency**

- [Applied Business Technology certificate](#)
- [Architectural Drafting Technician certificate](#)
- [Automation and Robotics Technician diploma](#)
- [Bookkeeping for Small Business certificate](#)
- [Electronics Technician certificate](#)
- [Legal Administrative Assistant certificate](#)
- [Library and Information Technology diploma](#)
- [Medical Office Assistant certificate](#)
- [Paralegal certificate](#)
- [Paralegal diploma](#)
- [Records Management certificate](#)
- ~~Or portfolio demonstration of having met competency outcomes through professional or related experience. See [BIS website](#) for more information on using portfolios to demonstrate competency requirements.~~

#### **5. Intercultural engagement**

**Core competency**

**Requirement**

One of:

- AH 204,
- ANTH 111,
- CMNS 180,
- EDUC 290, EDUC 291,
- ENGL 228, GDS 250/SOC 250, GEOG 312, GEOG 346, GEOG 466/GD 466,
- HIST 103, HIST 396O, IDS 300F, IDS 400D, IDS 400E, LAS 200/SOC 200,
- PACS 200, or SOC 250/GDS 250 (see Note 1)
- EAP 056 or higher (see Note 2)
- FNST 100 or higher (discontinued)
- IPK 102 or higher
- Any 100-level or higher course taught in a language other than English, including beginning and introductory language courses (see Note 3)
- GDS 311/GEOG 398/SOC 398, or approved, relevant internship or practicum (see Note 4)
- ~~Or portfolio demonstration of having met competency outcomes through professional or related experience. See BIS website for more information on using portfolios to demonstrate competency requirements.~~

**Intercultural engagement**

Note 1: Some sections of IDS 300 or IDS 400 may be used to meet this requirement, depending on topic. Students interested in using an IDS 300 or IDS 400 course should check with their BIS advisor.

Note 2: EAP courses are considered developmental level and are not awarded university credit.

Note 3: Note: Any 100-level or higher course taught in a language other than English, including beginning and introductory language courses, can be used to meet either the Effective Communications requirement or the Intercultural Engagement requirement. A single language course can be used to satisfy only one requirement, but students may choose to complete an additional language course to meet another requirement.

Note 4: A single internship or practicum can be used to meet the Intercultural Engagement requirement or the Professional Competency requirement, but not both. Students have the option of completing more than one internship or practicum in their program, in which case each placement can be used to meet a separate requirement.

**6. Professional practice competency**

**Core competency**  
**Professional Practice**

**Requirement**

AIS 398

One of:

- AIS 399
- UFV Internship or Practicum course in any discipline
- COOP 110
- Completion of Continuing Education programs that have a practicum component (e.g. Activity Assistant, Legal Administration, Medical Office Assistant, Public Relations, Records Management, Veterinary Assistant).
- Completion of Continuing Education programs in:
  - Bookkeeping for Small Business
  - Coding Bridging
  - Human Resources Management
  - Library Technology Post-diploma
  - Management Skills for Supervisors
  - Paralegal certificate
  - Paralegal diploma

**Plus Additional Professional Practice**

Successful completion of one of the following:

- ~~One or more terms of Cooperative Education~~
- ~~Credited Internship or Practicum in any discipline~~
- ~~Credited Study Tour (four or more credits)~~
- ~~Three verified Experiential Learning Student Profile (ELSP) experiences, or 60 hours of ELSP~~
- ~~60 hours of Experiential Learning Student Profile experience~~
- ~~Completion of a post-secondary Professional program (e.g. TESL, Dental Hygiene, Veterinary Technologist) related to learning goals set out in the Individual Learning Plan and leading to professional designation or accreditation~~
- ~~Completion of Continuing Education programs that have a practicum component (e.g. Activity Assistant, Legal Administration, Medical Office Assistant, Public Relations, Records Management, Veterinary Assistant).~~
- ~~Completion of Continuing Education programs in:~~
  - ~~Bookkeeping for Small Business~~
  - ~~Coding Bridging~~
  - ~~Human Resources Management~~

- ~~○ Library Technology Post diploma~~
- ~~○ Management Skills for Supervisors~~
- ~~○ Paralegal certificate~~
- ~~○ Paralegal diploma~~

- ~~● Demonstration, through application and e-Portfolio, of sufficient prior work or volunteer experience relevant to learning goals set out in Individual Learning Plan. See [BIS website](#) for more information.~~

## **Themes, minors, concentrations, and other specializations**

Students can choose from the following degree pathways: Themes, [minors](#), concentrations, [Co-operative Education](#), and [General option](#) (no specialization).

Students wishing to declare a minor or Theme should indicate their intent to do so by 60 credits or, for transfer students with more than 60 credits, at time of entry. ~~Students wishing to apply for declare a concentration in Applied Management (currently unavailable) should refer to the requirements for application (below).~~

### **Themes**

Themes allow students to create a customized program of study in an area for which UFV does not offer a major or minor. Students must receive approval from the BIS Advisor or Chair before selecting courses that build towards a Theme. Students complete their Theme using upper-level courses from two or more disciplines. Past Themes have included explorations of aging, public relations, Middle Eastern studies, and agroecology.

~~Students cannot create a theme related to a regulated profession (e.g., occupational therapy, social work, accounting, engineering) should request a meeting with the program advisor or chair to discuss building their Theme around their educational and professional interests.~~

All Themes must meet the following requirements:

- A minimum of 24 upper-level credits approved for use in the Theme.
- A minimum of 12 upper-level credits approved for use in the Theme to be completed at UFV.
- Upper-level credits from a minimum of two distinct disciplines used within the Theme.
- A minimum ~~2.00 grade requirement in all Theme courses.~~ 2.00 GPA, or minimum C grade in all courses

Please see the [Bachelor of Integrated Studies](#) website or the [Advising Centre](#) website for information and forms on completing a Theme.

### **~~Applied Management concentration~~**

~~Note: This program is unavailable until further notice.~~

The Applied Management concentration is a 24-credit prescribed program that provides a management focus for students in the BIS. The concentration will appeal to students already in leadership or supervisory roles in business, agri-business, not-for-profit, public and private organizations, trades and manufacturing, transportation, service, and/or may be seeking to take their careers in this direction.

For more information on this program and its requirements, see the [Applied Management concentration](#) section of the calendar.

### **Aviation**

The BIS allows for use of approved credits assigned by the School of Business upon presentation of the following Transport Canada approved aviation credentials: Private Pilot's Licence, Instrument Rating, Commercial Pilot's Licence, and MultiEngine Rating or Instructor Rating. The cost of acquiring the aviation credentials is the responsibility of the student.

This option may also be of interest to students who have completed the [Business Administration \(Aviation\) diploma](#) and wish to continue their studies to complete a university degree with a related Theme.

**Updates to MACS courses****Excerpt from UEC minutes, Nov. 24, 2023:****3.2 Culture, Media, and Society: Courses**

*There was discussion regarding how the course outlines could further incorporate Indigenization as reflected in the memos. Shirley Hardman (AVP, Indigenous) and Eric Spalding (School of Culture, Media, and Society representative) will discuss possible revisions. Any changes will be brought to UEC for either re-approval or verification that the changes are editorial only.*

Accordingly, the following updates have been received from the School of Culture, Media, and Society. Indigeneity is already accounted for in MACS 240.

**MACS 215***Learning Outcomes*

- Addition of “3. Assess how advertising exploits Indigenous arts and crafts and reinforces stereotypes about them.”

*Course Content and Topics*

- Addition of “Indigeneity and advertising” below “Race and advertising”

**MACS 221***Learning Outcomes*

- 2. Analyze media representations of diverse identities, including ability, age, ethnicity, gender/sexuality, Indigeneity, and race.

*Course Content and Topics*

- Representations of race, ~~and~~ ethnicity, and Indigeneity

**MACS 230***Learning Outcomes*

- Discuss the challenges that marginalized cultural producers, including Indigenous ones, ~~in Canada~~ face to make themselves heard.

**MACS 299***Course Content and Topics*

- Superheroes in relation to and race, ethnicity, and Indigeneity

**MACS 399***Course Content and Topics*

- ~~Video games r~~Representation in video games (e.g., representations of Indigeneity)

**MACS 460/SOC 460***Course Content and Topics*

- Addition of “9. Uses of technology by Indigenous and other marginalized communities”