



UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING
January 26, 2024 - 10:00 AM
A225

AGENDA

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

5 - 7      **2.1. UEC draft minutes: December 15, 2023**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

8 - 31      **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 presented.

32 -      **3.2. Child, Youth, and Family Studies: Courses**

36      Review with changes: CYC 203

MOTION: To approve the CYC 203 course outline as presented.

37 -      **3.3. Communications: Courses**

40      Review with changes including prerequisites: CMNS 251

MOTION: To approve the CMNS 251 course outline as presented.

41 -      **3.4. Health Sciences: Courses**

45      New course: KIN 488, Directed Studies in Kinesiology

MOTION: To approve the KIN 488 course outline as presented.

46 -      **3.5. Social Justice and Global Stewardship: Courses**

48      Discontinuation: MENN 100, 300

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MOTION: To approve the discontinuation of MENN 100 and MENN 300.

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54

**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.

MOTION: To approve the SOWK 301 course outline as presented.

55 -  
76

**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 presented.

77 -  
81

**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.

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155

**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

MOTION: To approve the ANTH, MACS, and SOC course outlines as presented.

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169

**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

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MOTION: To approve the changes to the Sociology programs as presented, effective September 2024.

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186

**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

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

MOTION: To approve the ENV course outlines as presented.

187 -  
216

**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)

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

MOTION: To approve the changes to the Bachelor of Environmental Studies (Natural Sciences) entrance and program requirements as presented, effective September 2024.

217 -  
268

**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.

MOTION: To approve the IPK course outlines as presented.

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289

**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

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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.

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301

**3.15. 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.

302 -  
303

**3.16. Science: Programs**

Change to declaration requirements: Bachelor of Science

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

**4. OTHER BUSINESS/DISCUSSION ITEMS**

304 -  
308

**4.1. Program development procedures**

**4.2. UEC Liaison reports**

**4.3. Policy Subcommittee report**

**4.4. APPC report**

**4.5. Senate report**

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

**5. INFORMATION ITEMS**

**5.1. Minor course changes**

MACS 490

**6. ADJOURNMENT**





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

December 15, 2023  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Ian Affleck, Donna Alary, Michael Batu, Chris Campbell, Claire Carolan, Rhonda Colwell, Samantha Hannah, Claire Hay, Bobby Jaswal, Amber Johnston, David Johnston, Selena Karli, David McGuire, Lisa McMartin, and Kevin Wainwright  
**ABSENT:** Vlad Dvoracek, Shirley Hardman, Carl Janzen, Dana Landry, William Maher, Linda Pardy, Gurjot Singh, and Shel Stefan  
**GUESTS:** Susan Brown, Cherie Enns, Sarah Graham, Marlene Murray, Saeed Rahman, Chris Schinckus, Geoffrey Spurling, Frank Zhang  
**RECORDER:** Amanda Grimson

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

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

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

##### **MOTION:**

To approve the draft minutes as amended:

- Senate report updated to add missing information.

CARRIED

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

##### **3.1. Computing**

Review with changes: CIS 110/BUS 160

##### **MOTION:**

To approve the CIS 110/BUS 160 course outline as amended:

- Learning outcome #2 changed to "Apply professional principles and practices (i.e., privacy, ethics, equity) to data management and sharing."

CARRIED

##### **3.2. History**

Review with changes: HIST 102, 121, 313

##### **MOTION:**

To approve the HIST course outlines as presented.

CARRIED

##### **3.3. Modern Languages**

Discontinuation: FREN 331

##### **MOTION:**

To approve the discontinuation of FREN 331.  
CARRIED

**3.4. Business**

Review with changes including title and prerequisites: BUS 400

**MOTION:**

To approve the BUS 400 course outline as amended:

- Learning outcome #1 changed to "Explain how Indigenous methods and perspectives frame business, society, and nature as interconnected and interactive."
- Learning outcome #2 changed to "Explain how Indigenous methods and perspectives inform the moral, ethical, and social responsibilities of business."
- Learning outcome #5 changed to "Recommend the steps by which businesses..."

CARRIED

Changes to entrance and program requirements: Business Administration (Aviation) diploma

Changes to entrance and program requirements: Bachelor of Business Administration (Aviation)

Revised entrance requirements will be in effect for students applying as of Fall 2024.

**MOTION:**

To recommend the changes to the Business Administration (Aviation) diploma entrance and program requirements as presented, effective September 2024.

CARRIED

**MOTION:**

To recommend the changes to the BBA (Aviation) entrance and program requirements as presented, effective September 2024.

CARRIED

**3.5. Planning, Geography, and Environmental Studies**

Changes to entrance requirements: Bachelor of Regional and Community Planning

This program was originally designed for third-year entry, which has been problematic. It is being changed to direct entry, with entrance requirements modeled on those of the Bachelor of Arts. International students can also now apply directly into the program. These changes will be in effect for the next admission cycle following approval.

**MOTION:**

To recommend approval of the changes to the Bachelor of Regional and Community Planning entrance requirements as presented.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Direct admission to majors**

The committee discussed a document regarding direct entry to Science and Arts majors.

**4.2. Policy Subcommittee report**

This subcommittee has not met recently.

**4.3. APPC report**

There was nothing to report to UEC.

**4.4. Senate report**

There was nothing to report to UEC.

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

There was an update on the Teaching Excellence award and an upcoming course feedback survey pilot (for feedback on courses, not instructors). STLC will also be sending UEC information on a recommended definition for "holistic assessment".

**4.6. Future topics for discussion**

- Prerequisites including a system scan of the provincial practices/landscape (Samantha Hannah and Rhonda Colwell)
- How knowledge is structured in different disciplines (Chris Campbell)
- SEM review of admission requirements (David Johnston)
- Frameworks for learning outcomes: moving beyond Bloom's (Claire Hay)
- ILOs (Awneet Sivia)
- Indigenization and decolonization
- EDI and course design

**5. INFORMATION ITEMS****5.1. Minor course changes**

FREN 101, 102

**5.2. Program suspensions and discontinuations**

Suspended: Mindfulness-Based Teaching and Learning graduate certificate

**6. ADJOURNMENT**

**Memo for Course Changes**

To: Trades Curriculum Committee, Dean of Trades, UEC

From: Rodney Smith, Associate Professor, Plumbing and Piping Department

Date: November 14<sup>th</sup>, 2023

**Subject: Proposal for revision of PLMB 110 – SAFETY & WHMIS**

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. To adjust the layout of *Structure of Hours*
- b. To adjust the wording in *Learning Outcomes*
- c. To adjust the names of *Resource Materials* being used
- d. To adjust the wording in *Course Content and Topics*

This course is located at the beginning of the program so the students can be introduced and shown the possible hazards of the trade and what type of personal safety wear and safety methods used in the future courses of the program.

- 3. No, there is not a substantial change to the learning outcomes.
- 4. No, this course is not required by any program beyond the discipline.
- 5. Curriculum Committee and the Faculty of Applied and Technical Studies.

6. Following all Skilled Trades BC (ITA) outlines and methods of instruction. The course aims to follow these methods and welcome all indigenous peoples and young adults and allowing all cultural rights within the proper means of training.
7. Following all Skilled Trades BC (ITA) outline and methods of instruction. The course aims to foster a trades training system that is welcoming and inclusive of women, men or other, young adults, and underrepresented groups, by sponsoring training for equity-deserving groups to explore and get the support they need to be successful in the skilled trade.
8. Credits are given for each course, as specified. Total class size is 18 students maximum. Course is offered yearly. Shop and theory instruction as per the Skilled Trades BC (ITA) outline.
9. Estimated cost is \$600 for textbook and learning packages.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> PLMB 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Safety and WHMIS<br><b>Course Short Title:</b> Safety & WHMIS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Plumbing and Piping                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces the proper safety procedures and regulations used in the piping trades and the proper use and handling of chemicals on work sites. Provides students with the ability to use safe work practices on the jobsite. Students will learn and use the Workplace Hazardous Materials Information System (WHMIS) and will learn to identify fire hazards and select appropriate fire extinguishers for various types of fires.                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Admission to the Plumbing and Piping certificate.                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <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>Credit/No Credit</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>18</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;">40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Tutorials/workshops</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>50</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 40 | Supervised laboratory hours (computer lab) | 5 | Tutorials/workshops | 5 |  |  |  |  | <b>Total hours</b> | <b>50</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |
| <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 meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                                            |   |                     |   |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Demonstrate appropriate safety procedures used in the workplace.
2. Describe appropriate safety regulations used in the workplace.
3. Describe personal protective equipment used in the workplace.

**Recommended Evaluation Methods and Weighting**

|                |     |              |     |  |
|----------------|-----|--------------|-----|--|
| Final exam:    | 50% | Assignments: | 20% |  |
| Quizzes/tests: | 20% | Shop work:   | 10% |  |

**Details:**

70% minimum needed in course after weighted percentages.

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

**Typical Instructional Methods**

Presentations, online instruction.

**Texts and Resource Materials**

| Type        | Author or description | Title and publication/access details      | Year |
|-------------|-----------------------|-------------------------------------------|------|
| 1. Textbook | Troy White            | Canadian Plumbing Design and Installation | 2019 |
| 2. Other    | ILM                   | UFV Plumbing Custom Package               | 2021 |
|             |                       |                                           |      |
|             |                       |                                           |      |

**Required Additional Supplies and Materials**

Scientific calculator (non-programmable)  
Steel toe boots  
Safety glasses

**Course Content and Topics**

Ladders and scaffolds  
Fire extinguishers  
Lockouts and circuit interrupters  
Personal protective equipment  
Workplace hazardous material information

Safety: 1.5 weeks  
WHMIS: 0.5 week

**Memo for Course Changes**

To: Trades Curriculum Committee, Dean of Trades, UEC

From: Rodney Smith, Associate Professor, Plumbing and Piping Department

Date: November 14<sup>th</sup>, 2023

**Subject: Proposal for revision of PLMB 111 – Plumbing Fundamentals**

*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. To rename the *Course Full Title*
- b. To edit the *Prerequisites* for the course to allow students to be successful in future courses of the Plumbing and Piping Program
- c. To adjust the names of *Resource Materials* being used

This course is taken before Tools & Materials so students can be successful in completing what math is used in the plumbing trade and how it is essential to have for the use of tools that are used for measuring and the materials that are used for angles in relation to piping and fittings in the trade.

- 3. No, there is not a substantial change to the learning outcomes.
- 4. No, this course is not required by any program beyond the discipline.
- 5. Curriculum Committee and the Faculty of Applied and Technical Studies.



6. Following all Skilled Trades BC (ITA) outlines and methods of instruction. The course aims to follow these methods and welcome all indigenous peoples and young adults and allowing all cultural rights within the proper means of training.
7. Following all Skilled Trades BC (ITA) outline and methods of instruction. The course aims to foster a trades training system that is welcoming and inclusive of women, men or other, young adults, and underrepresented groups, by sponsoring training for equity-deserving groups to explore and get the support they need to be successful in the skilled trade.
8. Credits are given for each course, as specified. Total class size is 18 students maximum. Course is offered yearly. Shop and theory instruction as per the Skilled Trades BC (ITA) outline.
9. Estimated cost is N/A.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> PLMB 111                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | <b>Number of Credits:</b> 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> MATH & SCIENCE                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Short Title:</b> N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Department (or program if no department):</b> Plumbing and Piping                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces students to the scientific theory, calculations, and problem-solving techniques in the piping trades. Emphasis on standard measurement units and conversions.                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | PLMB 110.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <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>Credit/No Credit</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>18</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;">65</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">35</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>100</b></td> </tr> </table> |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 65 | Tutorials/workshops | 35 |  |  |  |  |  |  | <b>Total hours</b> | <b>100</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 65         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 35         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>100</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> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                               |  |

**Learning Outcomes**

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

1. Perform standard measurement unit conversions.
2. Use trigonometry to solve problems in the piping trades.
3. Calculate piping measurements including elevations and grades.
4. Describe factors that affect fluid flow in a piping system including Pascal's theory of pressure and Archimedes' principles.
5. Calculate the expansion and contraction of various piping materials due to heating and cooling.

**Recommended Evaluation Methods and Weighting**

|                |     |              |     |  |
|----------------|-----|--------------|-----|--|
| Final exam:    | 50% | Assignments: | 20% |  |
| Quizzes/tests: | 20% | Shop work:   | 10% |  |

**Details:**

70% minimum needed in course after weighted percentages.

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

**Typical Instructional Methods**

Presentations, online instruction, practical measuring.

**Texts and Resource Materials**

| Type        | Author or description | Title and publication/access details      | Year |
|-------------|-----------------------|-------------------------------------------|------|
| 1. Textbook | Troy White            | Canadian Plumbing Design and Installation | 2019 |
| 2. Other    | ILM                   | UFV Plumbing Custom Package               | 2021 |
|             |                       |                                           |      |
|             |                       |                                           |      |

**Required Additional Supplies and Materials**

Scientific calculator (non-programmable)  
Steel toe boots  
Safety glasses

**Course Content and Topics**

Problem solving techniques.  
Volume and conversion problems  
Trigonometry  
Piping measurement calculations  
Pressure, displacement, and fluid power  
Heat transfer and load calculations

Math: 3 weeks  
Science: 1 week

**Memo for Course Changes**

To: Trades Curriculum Committee, Dean of Trades, UEC

From: Rodney Smith, Associate Professor, Plumbing and Piping Department

Date: November 14<sup>th</sup>, 2023

**Subject: Proposal for revision of PLMB 112 – TOOLS & MATERIALS**

*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. To adjust the layout of *Structure of Hours*
- b. To edit the *Prerequisites* for the course to allow students to be successful in future courses of the Plumbing and Piping Program
- c. To adjust the names of *Resource Materials* being used
- d. To adjust the wording in *Course Content and Topics*

This course is taken before Blueprint Reading & Drawing so students know what types of materials are used in the field of piping and the different types of fittings and equipment used before they are placed on drawings for the installation of piping.

- 3. No, there is not a substantial change to the learning outcomes.
- 4. No, this course is not required by any program beyond the discipline.
- 5. Faculty of Applied and Technical Studies and the Plumbing and Piping Program.

6. Following all Skilled Trades BC (ITA) outlines and methods of instruction. The course aims to follow these methods and welcome all indigenous peoples and young adults and allowing all cultural rights within the proper means of training.
7. Following all Skilled Trades BC (ITA) outline and methods of instruction. The course aims to foster a trades training system that is welcoming and inclusive of women, men or other, young adults, and underrepresented groups, by sponsoring training for equity-deserving groups to explore and get the support they need to be successful in the skilled trade.
8. Credits are given for each course, as specified. Total class size is 18 students maximum. Course is offered yearly. Shop and theory instruction from the Skilled Trades BC outline.
9. Estimated cost is N/A.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> PLMB 112                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Number of Credits:</b> 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> Tools and Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Short Title:</b> Tools & Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Department (or program if no department):</b> Plumbing and Piping                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces the tools and common materials used in the piping trades. Students will learn to select and safely use the appropriate tools and materials through practical projects designed for work applications.                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | PLMB 111.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <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>Credit/No Credit</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>18</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;">40</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">35</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: right;">75</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>150</b></td> </tr> </table> |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 40 | Tutorials/workshops | 35 | Supervised laboratory hours (design lab) | 75 |  |  |  |  | <b>Total hours</b> | <b>150</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 40         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 35         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 75         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>150</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>                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |    |  |  |  |  |                    |            |                                                                                               |  |

**Learning Outcomes**

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

1. Select hand tools, portable power tools, and stationary power tools appropriate to the piping process.
2. Use hand tools, portable power tools, and stationary power tools appropriate to the piping process.
3. Inspect and maintain hand tools, portable power tools, and stationary power tools appropriate to the piping process.
4. Use pressure measuring tools including manometers and mechanical gauges.
5. Select and use ladder and platforms.
6. Identify materials common to the piping trades.

**Recommended Evaluation Methods and Weighting**

|                |     |              |     |  |
|----------------|-----|--------------|-----|--|
| Final exam:    | 50% | Assignments: | 20% |  |
| Quizzes/tests: | 20% | Shop work:   | 10% |  |

**Details:**

70% minimum needed in course after weighted percentages.

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

**Typical Instructional Methods**

Presentations, online instruction, tool demonstrations, group, and individual practicals.

**Texts and Resource Materials**

| Type        | Author or description | Title and publication/access details      | Year |
|-------------|-----------------------|-------------------------------------------|------|
| 1. Textbook | Troy White            | Canadian Plumbing Design and Installation | 2019 |
| 2. Other    | ILM                   | UFV Plumbing Custom Package               | 2021 |
|             |                       |                                           |      |
|             |                       |                                           |      |

**Required Additional Supplies and Materials**

Scientific calculator (non-programmable)  
Steel toe boots  
Safety glasses

**Course Content and Topics**

Hand tools  
Power tools  
Portable tools  
Stationary tools  
Measurement tools  
Plumbing materials  
Piping materials  
Electrical materials

Tools: 1.5 weeks  
Materials: 4.5 weeks

**Memo for Course Changes**

To: Trades Curriculum Committee, Dean of Trades, UEC

From: Rodney Smith, Associate Professor, Plumbing and Piping Department

Date: November 14<sup>th</sup>, 2023

**Subject: Proposal for revision of PLMB 113 – Codes, Regulations and Blueprints**

*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. To rename the *Course Full Title*
- b. To edit the *Prerequisites* for the course to allow students to be successful in future courses of the Plumbing and Piping Program
- c. To adjust the wording in *Learning Outcomes*
- d. To adjust the names of *Resource Materials* being used
- e. To adjust the wording in *Course Content and Topics*

This course is taken before the DWV and the Welding courses so students know what types of symbols are drawn for materials used in the field of piping and the different symbols for fittings and equipment seen on mechanical blueprint drawings.

- 3. No, there is not a substantial change to the learning outcomes.
- 4. No, this course is not required by any program beyond the discipline.
- 5. Faculty of Applied and Technical Studies and the Plumbing and Piping Program.
- 6. Following all Skilled Trades BC (ITA) outlines and methods of instruction. The course aims to follow these methods and welcome all indigenous peoples and young adults and allowing all cultural rights within the proper means of training.



7. Following all Skilled Trades BC (ITA) outline and methods of instruction. The course aims to foster a trades training system that is welcoming and inclusive of women, men or other, young adults, and underrepresented groups, by sponsoring training for equity-deserving groups to explore and get the support they need to be successful in the skilled trade.
8. Credits are given for each course, as specified. Total class size is 18 students maximum. Course is offered yearly. Shop and theory instruction from the Skilled Trades BC outline.
9. Estimated cost is N/A.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> PLMB 113                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Number of Credits:</b> 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Blueprint Reading and Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Blueprint Reading & Drawing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Plumbing and Piping                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces students to the language of mechanical blueprints. Drafting standards are used to interpret drawings as well as enabling students to create their own single line drawings. Students will have an introduction to the piping symbols used on mechanical blueprint drawings and learn proper methods to draw and read plumbing symbols on drawings.                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | PLMB 112.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <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>Credit/No Credit</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>18</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;">43</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: right;">7</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>75</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 43 | Tutorials/workshops | 25 | Supervised laboratory hours (design lab) | 7 |  |  |  |  | <b>Total hours</b> | <b>75</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 43        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 7         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>75</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>                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |   |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Use drafting tools, symbols, and line conventions when creating drawings.
2. Convert between isometric and orthographic projections.
3. Interpret information found on a set of drawings.
4. Describe documentation encountered in the piping trades, including manufacturer and supplier documentation.
5. Source manufacturer documentation.

**Recommended Evaluation Methods and Weighting**

|                |     |              |     |  |
|----------------|-----|--------------|-----|--|
| Final exam:    | 50% | Assignments: | 20% |  |
| Quizzes/tests: | 20% | Shop work:   | 10% |  |

**Details:**

70% minimum needed in course after weighted percentages.

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

**Typical Instructional Methods**

Presentations, online instruction, labs for drawing exercises.

**Texts and Resource Materials**

| Type        | Author or description | Title and publication/access details      | Year |
|-------------|-----------------------|-------------------------------------------|------|
| 1. Textbook | Troy White            | Canadian Plumbing Design and Installation | 2019 |
| 2. Other    | ILM                   | UFV Plumbing Custom Package               | 2021 |
|             |                       |                                           |      |
|             |                       |                                           |      |

**Required Additional Supplies and Materials**

Scientific calculator (non-programmable)  
Steel toe boots  
Safety glasses

**Course Content and Topics**

Abbreviation and symbols  
Mechanical plan reading  
Orthographic drawings  
Isometric drawings  
Manufacturer and supplier documentation

Blueprint reading: 1.5 weeks  
Drawing: 1.5 weeks

**Memo for Course Changes**

To: Trades Curriculum Committee, Dean of Trades, UEC

From: Rodney Smith, Associate Professor, Plumbing and Piping Department

Date: November 14<sup>th</sup>, 2023

**Subject: Proposal for revision of PLMB 114 – DWV, WATER & FIXTURES**

*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. To edit the *Prerequisites* for the course to allow students to be successful in future courses of the Plumbing and Piping Program
- b. To adjust the wording in *Learning Outcomes*
- c. To adjust the names of *Resource Materials* being used
- d. To adjust the wording in *Course Content and Topics*

This course is located after Blueprint Reading & Drawing so piping, grade, elevations, code and invert of piping is explained before the use of equipment is used to determine the height of drainage and water lines on pipe installations.

- 3. No, there is not a substantial change to the learning outcomes.
- 4. No, this course is not required by any program beyond the discipline.
- 5. Faculty of Applied and Technical Studies and the Plumbing and Piping Program.
- 6. Following all Skilled Trades BC (ITA) outlines and methods of instruction. The course aims to follow these methods and welcome all indigenous peoples and young adults and allowing all cultural rights within the proper means of training.

7. Following all Skilled Trades BC (ITA) outline and methods of instruction. The course aims to foster a trades training system that is welcoming and inclusive of women, men or other, young adults, and underrepresented groups, by sponsoring training for equity-deserving groups to explore and get the support they need to be successful in the skilled trade.
8. Credits are given for each course, as specified. Total class size is 18 students maximum. Course is offered yearly. Shop and theory instruction from the Skilled Trades BC outline.
9. Estimated cost is N/A.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> PLMB 114                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>Number of Credits:</b> 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Full Title:</b> DWV, Water, and Fixtures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <b>Course Short Title:</b> DWV, Water & Fixtures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Department (or program if no department):</b> Plumbing and Piping                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <b>Calendar Description:</b><br>Applies local codes to properly size, install, and test drainage, venting, and water pipes and fittings. Includes the basic design, operation, and installation of drain, waste, venting, potable, hot water, and gas systems.                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | PLMB 113.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <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>Credit/No Credit</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>18</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;">50</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: right;">150</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>225</b></td> </tr> </table> |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 50 | Tutorials/workshops | 25 | Supervised laboratory hours (design lab) | 150 |  |  |  |  | <b>Total hours</b> | <b>225</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 50         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 150        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>225</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>                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |                                          |     |  |  |  |  |                    |            |                                                                                               |  |

**Learning Outcomes**

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

1. Install the appropriate pipe, fittings, and valves for different piping systems.
2. Organize a residential plumbing installation.
3. Plan a residential plumbing installation.
4. Install residential plumbing projects accurately.
5. Install residential plumbing fixtures.
6. Size to code drainage, waste, and vent piping systems.

**Recommended Evaluation Methods and Weighting**

|                |     |              |     |  |
|----------------|-----|--------------|-----|--|
| Final exam:    | 50% | Assignments: | 20% |  |
| Quizzes/tests: | 20% | Shop work:   | 10% |  |

**Details:**

70% minimum needed in course after weighted percentages.

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

**Typical Instructional Methods**

Presentations, online instruction, group, and individual practicals.

**Texts and Resource Materials**

| Type        | Author or description | Title and publication/access details      | Year |
|-------------|-----------------------|-------------------------------------------|------|
| 1. Textbook | Troy White            | Canadian Plumbing Design and Installation | 2019 |
| 2. Other    | ILM                   | UFV Plumbing Custom Package               | 2021 |
| 3.          |                       |                                           |      |
| 4.          |                       |                                           |      |
| 5.          |                       |                                           |      |

**Required Additional Supplies and Materials**

Scientific calculator (non-programmable)  
Steel toe boots  
Safety glasses

**Course Content and Topics**

Venting systems  
Drainage systems  
Waste systems  
Potable water systems

DWV: 6 weeks  
Water: 2 weeks  
Fixtures: 1 week

**Memo for Course Changes**

To: Trades Curriculum Committee, Dean of Trades, UEC

From: Rodney Smith, Associate Professor, Plumbing and Piping Department

Date: November 14<sup>th</sup>, 2023

**Subject: Proposal for revision of PLMB 116 – WELDING & RIGGING**

*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. To adjust the layout of *Structure of Hours*
- b. To adjust the wording in *Learning Outcomes*
- c. To adjust the names of *Resource Materials* being used
- d. To adjust the wording in *Course Content and Topics*

This course is located at the end of the course numbering so that the incompleteness of the course will not result in the student having to be held back from taking other courses in the program and this will allow the student to complete at another time during that semester

- 3. No, there is not a substantial change to the learning outcomes.
- 4. No, this course is not required by any program beyond the discipline.
- 5. Faculty of Applied and Technical Studies and the Plumbing and Piping Program.
- 6. Following all Skilled Trades BC (ITA) outlines and methods of instruction. The course aims to follow these methods and welcome all indigenous peoples and young adults and allowing all cultural rights within the proper means of training.



7. Following all Skilled Trades BC (ITA) outline and methods of instruction. The course aims to foster a trades training system that is welcoming and inclusive of women, men or other, young adults, and underrepresented groups, by sponsoring training for equity-deserving groups to explore and get the support they need to be successful in the skilled trade.
8. Credits are given for each course, as specified. Total class size is 18 students maximum. Course is offered yearly. Shop and theory instruction from the Skilled Trades BC outline.
9. Estimated cost is N/A.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> PLMB 116                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Welding and Rigging                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Welding & Rigging                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Applied and Technical Studies                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Plumbing and Piping                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides the basic methods of welding/cutting of metal materials and the proper use of rigging on work sites.                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | PLMB 113.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Credit/No Credit</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>18</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;">5</td> </tr> <tr> <td>Supervised laboratory hours (design 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>25</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5 | Supervised laboratory hours (design lab) | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>25</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>25</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>                                                                                                                                                                                                                                                                                                                       |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |                                          |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

1. Demonstrate the ability to weld metal materials used in the workplace.
2. Demonstrate the ability to cut metal materials used in the workplace.

**Recommended Evaluation Methods and Weighting**

|                |     |              |     |  |
|----------------|-----|--------------|-----|--|
| Final exam:    | 50% | Assignments: | 20% |  |
| Quizzes/tests: | 20% | Shop work:   | 10% |  |

**Details:**

70% minimum needed in course after weighted percentages.

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

**Typical Instructional Methods**

Presentations, online instruction, and individual practicals.

**Texts and Resource Materials**

| Type        | Author or description | Title and publication/access details      | Year |
|-------------|-----------------------|-------------------------------------------|------|
| 1. Textbook | Troy White            | Canadian Plumbing Design and Installation | 2019 |
| 2. Other    | ILM                   | UFV Plumbing Custom Package               | 2021 |
|             |                       |                                           |      |
|             |                       |                                           |      |

**Required Additional Supplies and Materials**

Scientific calculator (non-programmable)  
Steel toe boots  
Safety glasses

**Course Content and Topics**

Oxy-Acetylene cutting tools.  
Self wire welding tools  
Stick welding tools  
Rope rigging  
Crane rigging

Welding: 0.75 week  
Rigging: 0.25 week

**Memo for Course Changes**

To: UEC

From: RoseAnne Timbrell, Department head of CYFS

Date: September 5, 2023

**Subject: Proposal for revision of CYC 203 – Perspectives on Mental Health and Substance Use**

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

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

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

2. Rationale for change: Indigenize and meet EDI and to align with current policies in community and with provincial health authorities, including title update from “Substance Misuse” to “Substance Use”.

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

The language and orientation of the learning outcomes aligns with the recently updated Mission, Vision, Values statement for the program which in turn are aligned with the Integrated Strategic Plan of UFV and the Institutional Learning Outcomes (ILOs). The changes reflect a decolonized and inclusive approach to practicum, from a praxis lens.

**CYC 203 learning outcomes mapped to UFV ILOs**

| CYC 203 learning outcomes mapped to UFV ILOs         |                   |
|------------------------------------------------------|-------------------|
| Institutional Learning Outcomes                      | Met by CYC 203    |
| Demonstrate information competency                   | 1,2,3,4,5,6,7,8   |
| Analyze critically and imaginatively                 | 1,2,3,4,5,6,7,8,9 |
| Use knowledge and skills proficiently                | 2,3,4,5,6,7,8,9   |
| Initiate inquiries and develop solutions to problems | 1,2,3,5,6,7,8     |

|                                                    |                 |
|----------------------------------------------------|-----------------|
| Communicate effectively                            | 1,3,4,7,9       |
| Pursue self-motivated and self-reflective learning | 1,2,3,4,5,6,7,8 |
| Engage in collaborative leadership                 | 1,7,8           |
| Engage in respectful and professional practices    | 2,3,4,5,6,7,8,9 |
| Contribute regionally and globally                 | 7,8             |

#### CYC 203 Learning Outcomes

1. Reflect upon individual and collective stories that reveal ethics, values, and beliefs about mental health and substance use issues.
  2. Explore the most prevalent mental health issues CYC practitioners are likely to encounter in their practice.
  3. Describe impacts of colonization on Indigenous populations mental health and wellness.
  4. Explore the Indigenous First Nations authority on wellness perspective.
  5. Explore how the pathways of assessment, diagnosis and treatment are impacted by the dominance of western white, euro-centric, cis-gendered, paternalistic world view.
  6. Explore mental health through various psychological paradigms.
  7. Translate complex mental health knowledge into developmentally and culturally appropriate language for children, youth, and families.
  8. Integrate and connect mental health literacy with prior learning from CYC theory and knowledge to ensure impact on inclusion, equity, and social justice.
  9. Describe roles for CYC practitioners in mental health and addictions.
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 \(UNDRIP\)](#).

The course reflects diverse and Indigenous perspectives about how we understand, assess, diagnose, and treat mental health and substance use. For instance, it examines the impacts of colonization on Indigenous populations mental health and wellness and explores the First Nations Health Authority on wellness.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- Incorporating equity, diversity, inclusion, and decolonization of CYC practice is the key focus. Personal deep reflection within a community of practice is facilitated as a way for students to intentionally unpack personal bias, privilege, positionality, and cultural humility. Thoughtful attention has been given to a strength based CYC approach which prioritizes relationally and culturally safe practice. Assignments provide a choice of formats that are reflective of the diversity in the classroom. Consideration of the unique impact of oppression on diverse individuals and

communities and their lived experiences of oppression, and trauma is part of examining mental health and substance use.

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: \$120



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> CYC 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Perspectives on Mental Health and Substance Use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Mental Health & Substance Use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department:</b> Child, Youth and Family Studies                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>The concept of mental health, mental wellness, mental illness, and substance use will be viewed through lenses such as medical model, social determinants, inclusive practices, and First Nations health perspective on wellness. Emphasis will be placed on challenges faced by diverse communities due to historical and current patterns of white, euro-centric, cis-gendered, and paternalist worldviews embedded in service delivery models. The aim of the course is to enhance mental health literacy for learners so they can provide ethical and appropriate support to diverse and Indigenous children, youth, and families in their journey with mental health wellness. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Admission to the Bachelor of Arts in Child and Youth Care and C+ or better in each of (CYC 100 or ECE 100), CYC 101, (CYC 120 or ECE 120), CYC 125, CYC 167, and CYC 168.                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>CYC 302</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>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>26</td> </tr> <tr> <td>Tutorials/workshops</td> <td>19</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 26 | Tutorials/workshops | 19 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 26        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 19        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> June 22, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 26, 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. Reflect upon individual and collective stories that reveal ethics, values, and beliefs about mental health and substance use issues.
2. Explore the most prevalent mental health issues CYC practitioners are likely to encounter in their practice.
3. Describe impacts of colonization on Indigenous populations mental health and wellness.
4. Explore the First Nations Health Authority on wellness perspective.
5. Explore how the pathways of assessment, diagnosis and treatment are impacted by the dominance of western white, euro-centric, cis-gendered, paternalistic world view.
6. Explore mental health through various psychological paradigms.
7. Translate complex mental health knowledge into developmentally and culturally appropriate language for children, youth, and families.
8. Integrate and connect mental health literacy with prior learning from CYC theory and knowledge to ensure impact on inclusion, equity, and social justice.
9. Describe roles for CYC practitioners in mental health and addictions.

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

|                |     |                      |     |   |
|----------------|-----|----------------------|-----|---|
| Quizzes/tests: | 20% | Holistic assessment: | 25% | % |
| Project:       | 30% | Assignments:         | 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.)*

Guest lecture and 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 | Gural, D and MacKay-Chiddenton, D | Abnormal or exceptional: Mental health | current |
| 2.          |                                   |                                        |         |
| 3.          |                                   |                                        |         |
| 4.          |                                   |                                        |         |

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

**Course Content and Topics**

1. Introduction to the mental health system of care for children, youth, and families.
2. Awareness of the importance of mental health literacy for ethical CYC practice.
3. Awareness of various models for understand mental health and mental illness.
4. Critical analysis of the medical model and DSM while working as a CYC practitioner with children, youth, and families.
5. Weaving other CYC course knowledge with mental health literacy to consider the impact of colonization on Indigenous people's mental wellness.
6. Consider the various paradigms and models to understand mental health.



**Memo for Course Changes**

To: CACC, UEC

From: Rashad Mammadov, Communications Curriculum Committee

Date: April 4, 2022

**Subject: Proposal for revision of CMNS 251**

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

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

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

2. Rationale for change: As part of its six-year review, we updated the calendar description to more fully describe the learning activities and topics of the course.

*We adjusted the prerequisites to remove previously offered courses that have been discontinued for some time. Finally, we updated the learning outcomes to better reflect current report writing practice and our instructional methods.*

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

*These changes are not substantial.*

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

*The course is required by many programs, but the changes should not affect these programs in any way.*

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

- Bachelor of Business Administration and BBA (Aviation) (no response)
- Bachelor of Computer Information Systems and Computer Information Systems diploma (no response)

- Social Service Worker diploma (supported, no additional suggestions)
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 \(UNDRIP\)](#). CMNS 251 emphasizes audience awareness, including Indigenous audiences; readings may address [Indigenous report writing](#) and the ways that [settler colonialism impacts the writing context or audience reception of reports](#). Reading materials demonstrate that cultural expression is grounded in experience, helping “to clarify and resolve issues, help determine direction and build community” (*Indigenizing our Academy*, 2007), while “[b]uilding student capacity for intercultural understanding, empathy, and mutual respect” (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2016). Assignments may require students to write location specific reports that “Reflect on and include elements such as previous ownership and utilization, including information on traditional or more contemporary Indigenous uses of the piece of land”. Assessment tools include elements of self-reflection on community identity, land use and social value. Infographic assessment requires work to “indicate considered engagement with design, semiotics, and cultural meaning through colour, shape and text”; Recommendation report assessment may require that the work “considers land use in terms of community and identity. Includes practical or actual nearby residents and secondary uses in relation to ownership and land history. Evident reflection on power and society relationships”. Editing and analysis of written material including student writing is an important element of this course; such work may be done in a sharing circle, guided by Sto:lo cultural practices or a initiated by a qualified leader with appropriate Indigenous cultural knowledge.
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
Instructors are encouraged through department policies to use assignment topics that allow students to draw on their personal experiences and interests. The assignments represent multiple modalities from written submissions to oral presentations and most require some sort of initial draft for feedback. CMNS 251 is delivered in face-to-face, fully online, and hybrid formats every semester to allow studens to access the mode they prefer; all delivery methods are supplemented with assignments and resources posted in Blackboard. Instructors are encouraged to use the accessibility features in Blackboard.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.  
None.
  9. Estimate of the typical costs for this course, including textbooks and other materials:  
\$100 for textbook.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2006  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> CMNS 251                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Professional Report Writing                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Professional Report Writing                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> Communications                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students engage in professional writing skills for producing short to mid-length reports common for career purposes. Students learn to analyze audience and context, engage in and present research in an effective and ethical manner, practice revising and editing skills, and use principles of effective document design to organize and display information.                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | One of CMNS 125, CMNS 145, CMNS 175, or ENGL 105.                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                 |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</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; margin-top: 5px;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</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>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 25 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| 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> November 5, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 26, 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. Determine the forms and purposes of common professional reports.
2. Organize and compose a variety of short to mid-length informational and analytical reports.
3. Demonstrate the role that technical writing plays in problem solving in workplaces and communities.
4. Apply communications ethics through collection, interpretation, and evaluation of information with attention to culturally diverse sources and audiences.
5. Cite written and visual sources using APA style and compare to other styles including those from Indigenous sources.
6. Use principles of document design to enhance the accessibility of the information.
7. Develop appropriate and effective visual elements such as figures and tables to support report outcomes.
8. Present effectively on the subject of a report.
9. Demonstrate attention to detail through revising and editing practices.
10. Engage collaboratively with peers in analysis, production, and writing review activities.

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

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

**Details:**

- Information reports (such as trip, conference, summary, incident, field, inspection, progress): 25%
- Evaluative or persuasive reports (such as recommendation, proposal, feasibility, justification): 40%
- Problem-solving report or proposal: 15%
- Oral or online presentation including written self-assessment: 10%
- Exercises and assignments on research, information retrieval, and APA citation methods, document design and graphic aids: 10%

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

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

| Type        | Author or description | Title and publication/access details                  | Year |
|-------------|-----------------------|-------------------------------------------------------|------|
| 1. Textbook | Meyer, C.             | Communicating for Results: A Canadian Student's Guide | 2020 |
| 2.          |                       |                                                       |      |
| 3.          |                       |                                                       |      |
| 4.          |                       |                                                       |      |
| 5.          |                       |                                                       |      |

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

**Course Content and Topics**

- Course introduction; overview of workplace short report writing.
- Report components, language, and rhetoric.
- Informational reports: types, purposes, functions.
- Workplace problem solving: task analysis, adaptation to audience.
- Research methods, interpretation of information, critical evaluation, organization of information, ideas, and reasoning; making a work plan.
- Documentation of sources, formatting of documents, use of graphic highlighting and illustrations; importance of aesthetics.
- Composing, revising, proofreading, and evaluating the first draft and subsequent drafts.
- Oral presentation and audio-visual techniques.
- Brief oral reports and online presentations.
- Analytical reports: types, purposes, functions.
- Using evidence, drawing conclusions, and making recommendations.
- Adapting print documents for digital transmission and writing for the screen.
- Using social media to disseminate and promote information, findings, and recommendations.

**Memo for New Course**

To: CWC and UEC members

From: Gillian Hatfield, Director- School of Kinesiology; Amber Johnston, Curriculum Chair - School of Kinesiology and Faculty of Health Sciences

Date: November 24, 2023

**Subject: Proposal for new course KIN 488 Directed Studies in Kinesiology**

*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):

**Designed to provide a structured shell for a course with scholarly or project/field experience that is not a specific research thesis/project This course encourages a deliberate interaction between preparatory project activities with the rich experiential learning opportunities in the field of study. These attributes can be applied locally, nationally, and internationally linking Kinesiology to UFV's vision.**

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

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

**The learning outcomes are aligned with other directed studies courses across UFV programs, the outcomes are related to the specific content and experiential learning aspects of the field. Students will be actively involved in the project development, assessment, and output. With this course students will have honed their skills in critical analysis, showcasing the ability to synthesis complex information, contribute to knowledge development within their field, and effectively engage with community to address relevant issues, fostering a positive impact through informed and thoughtful initiatives.**

Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs? **No, this course is specific to Kinesiology students, major or minor.**

3. Which program areas have been consulted about the course? **Other related course outlines were consulted for the development of this course but no specific program areas need consult on this.**
4. If a new discipline designation is required, explain why: **n/a**
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 \(UNDRIP\)](#).

**This course provides opportunities for students to participate in collaborative and experiential learning and/or research and scholarly activities with faculty member(s) and community**

members. Students will be encouraged to consider their project development and output through indigenous knowledge and perspectives. In their learning, students will build knowledge and critical thinking skills, apply theories and evidence-based practice, reflective application and Indigenous knowledge and perspectives to the topic under study.

*Topic of study and content may be specific to marginalized or Indigenous communities.*

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

**Through this course students will exhibit a heightened awareness of equity, inclusion, and diversity principles, actively applying them in both academic and interpersonal contexts, fostering a more inclusive environment within their academic and future professional pursuits.**

7. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.: **n/a**
8. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**



## MEMO

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TO: Undergraduate Education Committee  
FROM: Lara Duke, Dean, Faculty of Health Sciences  
DATE: 28 November 2023  
RE: Proposal for new course KIN 488 Directed Studies in Kinesiology

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At the November 24<sup>th</sup>, 2023 Faculty Council (FC) meeting, the attached Proposal for new course KIN 488 Directed Studies in Kinesiology was approved.

Proposed Motion:

THAT Faculty Council approve to accept the new course, KIN 488 Directed Studies in Kinesiology as presented.

Summary of proposal:

Designed to provide a structured shell for a course with scholarly or project/field experience that is not a specific research thesis/project. This course encourages a deliberate interaction between preparatory project activities with the rich experiential learning opportunities in the field of study. These attributes can be applied locally, nationally, and internationally linking Kinesiology to UFV's vision.

The learning outcomes are aligned with other directed studies courses across UFV programs, the outcomes are related to the specific content and experiential learning aspects of the field. Students will be actively involved in the project development, assessment, and output. With this course students will have honed their skills in critical analysis, showcasing the ability to synthesize complex information, contribute to knowledge development within their field, and effectively engage with community to address relevant issues, fostering a positive impact through informed and thoughtful initiatives.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> KIN 488                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <b>Course Full Title:</b> Directed Studies in Kinesiology<br><b>Course Short Title:</b> Directed Studies: Kinesiology                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <b>Faculty:</b> Faculty of Health Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> Kinesiology                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <b>Calendar Description:</b><br>This independent scholarly and/or field-based course provides students the opportunity to diversify their experience and to refine a broad understanding and in-depth study of a selected area in the field of Kinesiology or a related field. The student, in consultation with a faculty supervisor, will develop a detailed individual course proposal and assessment indicating the project outcomes, related readings, or other methodologies to be undertaken. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | 60 university-level credits and admission to the Bachelor of Kinesiology, or faculty supervisor permission.                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <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>Yes; cannot be repeated 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>Annually</b><br>Maximum enrolment (for information only): <b>n/a</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><b>No, because this is a topic and project specific course.</b> |  |
| 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>                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> November 24, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                               |  |



**KIN 488**

**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. Critically evaluate emerging concepts within topic of study.
2. Independently design and implement a project showcasing the capacity to synthesize and apply information across various resources.
3. Demonstrate practical/technical skills and proficiency related to the chosen topic.
4. Apply advanced written and oral communication skills through effective articulation and presentation across project outcomes.
5. Integrate and apply concepts, theories and evidence based practice to the topic under study.
6. Explore Indigenous knowledge and perspectives to the topic under study.

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

|          |      |   |   |
|----------|------|---|---|
| Project: | 100% | % | % |
|          | %    | % | % |

**Details:**

Example: may include project proposal (15%), project output (50%), reflection (10%), presentation (10%), assignments (15%).

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

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

**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 | To be determined in consultation with faculty supervisor and student |                                      |      |
| 2.       |                                                                      |                                      |      |
| 3.       |                                                                      |                                      |      |
| 4.       |                                                                      |                                      |      |
| 5.       |                                                                      |                                      |      |

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

The student must, in consultation with the faculty supervisor, develop a detailed reading list. The list may be more extensive than that typically assigned in a regularly scheduled upper-level course depending on project proposal.

**Course Content and Topics**

To be determined in consultation with the faculty supervisor, but will typically involve at least one major scholarly project, and possibly other shorter written assignments, such as a presentation/community engagement, project output and reflective summary.

**Memo for Course Changes**

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

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

Date: October 15, 2023

**Subject: Proposal for Discontinuation of MENN 100 and MENN 300**

*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 Mennonite Studies Certificate has been discontinued. MENN 100 and 300 are being discontinued as part of curriculum housekeeping.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? **NA**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **NA**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**

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



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: MENN 100 & 300, SCHOOL OF SOCIAL JUSTICE & GLOBAL STEWARDSHIP, 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 discontinuation of the courses MENN 100 and 300, and I approve their discontinuation.

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

**Memo for Course Changes**

To: Chair, Undergraduate Education Committee

From: Curtis Magnuson, Director, School of Social Work and Human Services

Date: October 20, 2023

**Subject: Discontinuation of FNST 230: Aboriginal Culture and Language Practicum**

*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:

FNST 230 was a required practicum course in the Aboriginal Culture and Language Support (ACLS) diploma program, which was discontinued at the request of the Associate Dean of Arts and the Head of the Indigenous Peoples Knowledge department in April 2022.

All other FNST courses were transferred to the Faculty of Arts by the School of Social Work and Human Services and renamed IPK for Fall 2022. This practicum course was retained because, at the time of the program discontinuation, one student remained registered in the program but was not registering in any courses towards the credential. Numerous attempts were made to reach the student via phone, email, and messages left with Indigenous Students' Centre staff to no avail. The student did not contact the School or University to clarify their intentions.

Given that some courses required to graduate from the diploma are no longer offered – and that the program itself has been discontinued – under the regulations in place at the time, students had a maximum of four years to complete the program under the terms of their admission to the program. Four years ended on August 31, 2023, which is why the School is requesting that this single course be discontinued. It is the only FNST course listed on the University's website.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):  
Not applicable
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?  
No
5. Which program areas have been consulted about the change(s)?  
Associate Dean of Arts and the IPK Department
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).  
Not applicable
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?  
Not applicable
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).  
Not applicable
9. Estimate of the typical costs for this course, including textbooks and other materials:  
Not applicable

**Memo for Course Changes****To:** Chair, Undergraduate Education Committee**From:** Dr. Brianna Strumm, BSW Committee Chair, School of Social Work and Human Services**Date:** September 22, 2023**Subject:** Proposal for revision of SOWK 301: Social Work Practice with Groups*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: Class size

**2. Rationale for change:**

- a) Update course content, topics, and texts as required within a six-year review. Therapeutic interventions in social work, such as group work, are continually evolving as we respond to societal and cultural needs.**
- b) Shorten and update the course calendar description.**
- c) Account for the inclusion of our MSW students in pre-requisites.**
- d) Collapse and update the learning outcomes to align with assignments and new course outline guidelines.**
- e) Class size increased to 24 to align with all SWHS practice/skills-based courses.**

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

**The course learning outcomes were updated to reflect current terminology and relevant topic descriptions that more accurately reflect the realities of practicing social work with groups. The learning outcomes also consider the knowledge required of our students to meet licensure requirements, as they prepare to practice with groups. The updated course outcomes are knowledge- and skills-based, as well as inclusive of the various lived realities of members of**

society who may engage in group work. As social workers, it is also up to us to recognize the ways in which group work has been colonized over the years and to include diverse ways of facilitating groups.

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)? **Bachelor of Social Work Program Committee, School of Social Work and Human Services Committee**

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

**The course directly speaks to social work practice within group work, including ways to decolonize group work, and is inclusive of Indigenous methods of facilitating groups. Topic selection also includes learning about and examining cultural humility and social justice within group work.**

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

**Further to points made in the answer to question 6, the course reflects principles of EDI in its variety of assignment design (participatory, written, and self-reflective), and curriculum, which covers and includes social work with a variety of diverse groups, and attends to cultural humility, inclusivity, Indigenization, and social justice in group work.**

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

**Class size has been increased from 18 to 24 to align with all other SWHS practice/skills-based courses.**

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

**\$40-\$80 depending on the textbook**





ORIGINAL COURSE IMPLEMENTATION DATE: November 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> SOWK 301                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Work Practice with Groups<br><b>Course Short Title:</b> SW Practice with Groups                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> School of Social Work and Human Services                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Provides students with an understanding of group dynamics, group facilitation, and the group process in relationship to social work practice. Explores socio-cultural forces, ethical issues, and responsibilities unique to working with groups. Introduces skills and techniques as they pertain to group stages.                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | Admission to the Bachelor of Social Work or Master of Social Work, 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):<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>24</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> September 22, 2023                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> December 1, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**SOWK 301**
**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 ethical issues unique to working with groups in social work.
2. Analyze the role of group work within the social work profession.
3. Articulate group work as a system of mutual aid for supporting individuals.
4. Evaluate the appropriate use and value of different group types.
5. Explain the responsibilities, skills, and patterns associated with each group stage.
6. Identify how diverse identities influence group work practice in social work.
7. Critically reflect on ways in which group work has been colonized.
8. Demonstrate skills to assess and meet individual members' needs and the needs of the group as a whole.

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

|              |     |          |     |   |
|--------------|-----|----------|-----|---|
| Assignments: | 70% | Project: | 30% | % |
|              | %   |          | %   | % |

**Details:**

Assignments: small group discussion (20%); large group co-facilitation (25%); critical self-reflection and assessment of skills (25%).  
Project: group work proposal (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.)*

In-class activities, presentations, lectures, guest speakers.

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

| Type        | Author or description                                                  | Title and publication/access details          | Year    |
|-------------|------------------------------------------------------------------------|-----------------------------------------------|---------|
| 1. Textbook | Toseland, R. W., & Rivas, R. F.                                        | An introduction to group work practice        | current |
| 2. Textbook | Pelech, W., Basso, R., Lee, C. D.,<br>Gandarilla, L., & Gandarilla, M. | Inclusive group work                          | current |
| 3. Textbook | Coholic, D., & MacEwan, L.                                             | Social group work: A strengths-based approach | current |
| 4.          |                                                                        |                                               |         |
| 5.          |                                                                        |                                               |         |

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

1. Introduction to inclusive group work; groups as a system of mutual aid
2. Types of groups; history of group work in social work
3. Ethics in group work, ethical dilemmas, and decision-making; influential group-oriented theories
4. Group dynamics and the group work process
5. Group leadership and co-facilitation in group work
6. Group work, diversity, and social justice; cultural safety and humility
7. Planning for groups
8. The beginning stage of group work
9. The assessment process in group work
10. The middle stage of group work (trauma-informed and strengths-based interventions)
11. The middle stage of group work (Indigenous methods)
12. The ending stage of group work and evaluation of groups
13. Student co-facilitation

**Memo for Course Changes**

To: CACC and UEC

From: Arts and Integrated Studies Curriculum Committee

Date: 2023-11-29

**Subject: Proposal for revision of Arts and Integrated Studies 101: Fundamentals of Higher Education**

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

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

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

Rationale for change: When UNIV 101 was last revised in 2019, it was designed to serve a student population that was facing both social and academic challenges. Since then, the variety of social supports available to students at UFV, especially international students, has expanded. However, the primary academic support received by many new UFV students is UNIV 101 (AIS 101 after revision). This course revision ensures the course fulfills this unique role more effectively by focusing on academic preparation and skills.

The course revision is built around three pedagogical insights:

- **Non-traditional and international students face additional barriers to success, including structural inequality and a lack of tacit knowledge.** Non-traditional and international students often face structural challenges that are worsened by their relative lack of cultural capital or tacit knowledges of how universities function (Naylor & Mifsud, 2020; Zhang & Beck, 2014). AIS 101 has been revised in part to help prepare students for these issues.
- **Academic skills are culturally specific, and even students with a record of academic success may need support to adapt to the specific expectations of UFV.** Academic practices, including ideas of academic honesty, are culturally specific (Blum, 2009) and can be especially opaque to international and non-traditional students (Khanal & Gaulee, 2019; Parntner, 2022). Academic success depends upon preparing students for the expectations of their instructors, and ensuring

that they are familiar with UFV standards, including those related to academic honesty. These revisions make this a more prominent element of the course.

- **Developing reflexivity and other habits of successful students.** Research has suggested that academic achievement is determined not only by traditional academic skills, but also by personal and internal processes, especially metacognition (Mishra, 2020; Perry et al., 2019). The course has been revised to be more deliberate and evidence-based in developing these skills, especially the kind of reflexivity that will empower students to become independent learners.

The revisions also bring the course in line with the naming conventions of the department that now houses it, Arts and Integrated Studies.

2. 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 \(ILOs\)](#): Please note: while AIS does not have a program, the department developed a set of competencies that united its courses. They are reflected in one column here. Also, most course learning outcomes (CLOs) help students build towards more than one ILO. However, the table below identifies the ILOs with which each CLO is most closely aligned.

| AIS core competencies                                                                 | Course learning outcome                                                                                                   | Institutional learning outcomes                                                         |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Adaptability; Self-reflexivity; self-agency; Critical thinking                        | Explain Canadian university culture and tacit practices                                                                   | ILO 6: Pursue self-motivated and self-reflective learning                               |
| Practice and apply inclusivity; Self-reflexivity; Critical thinking                   | Locate themselves in relation to university efforts to Indigenize and the process of Reconciliation                       | ILO 7: Engage in collaborative leadership and ILO 9: Contribute regionally and globally |
| Practice and apply inclusivity; self-Reflexivity; Critical thinking                   | Explain their position in relation to antiracist and EDI practices at university and beyond                               | ILO 7: Engage in collaborative leadership and ILO 9: Contribute regionally and globally |
| Self-agency; Functionality in multiple literacies (career, civic, academic)           | Locate and navigate university policies and systems                                                                       | ILO 1: Demonstrate Information Competency                                               |
| Academic skills (writing, numeracy, information literacy, digital); Critical thinking | Apply strategies to comprehend and critically evaluate written, oral, visual, and multimodal scholarly materials          | ILO 2: Analyze Critically and Imaginatively                                             |
| Academic skills (writing, numeracy, information literacy, digital); Self-reflexivity; | Discuss the ethics and responsibility of knowledge creation and ownership, including the importance of academic integrity | ILO 8: Engage in Respectful and Professional Practices                                  |
| Teamwork and collaboration; Practice and apply inclusivity                            | Demonstrate active listening skills in both a classroom and small group setting                                           | ILO 5: Communicate Effectively                                                          |

|                                                                                |                                                                                                               |                                                                                                 |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Teamwork and collaboration;<br>Practice and apply inclusivity;<br>Adaptability | Demonstrate respectful<br>intercultural awareness and<br>inclusivity in written, oral and<br>small group work | ILO 5: Communicate Effectively and<br>ILO 8: Engage in Respectful and<br>Professional Practices |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|

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

Consultation on these revisions is an ongoing process. Over the past two years, we have consulted with a number of institutional stakeholders about revising the course, including (but not limited to) AVP Indigenous Shirley Hardman; Director, UFV International Daryl Smith; Manager, International Student Engagement Derek Ward-Hall; Coordinator, International Student Success Adrian Bontuyan; (former) Teaching and Learning Specialist, International Carol Suhr; and English Language Studies Associate Professor Gilmour Jope. As our application makes its way to UEC we will be inviting consultation and collaboration from the Teaching and Learning Centre and the Arts Anti-Racism Commitment Team, and with departments and areas that have an interest in AIS 101.

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

The revised version of AIS 101 intends that students will be able to locate themselves in relation to university efforts to Indigenize and the process of Reconciliation. To achieve this goal, instructors will weave this priority into each element of the course. For example:

- Assignments: Instructors will draw on a pool of assignments to teach students about Canadian settler-colonialism, UFV Indigenization efforts, and the process of Reconciliation including: A land acknowledgement assignment, in which students research and write their own territorial acknowledgement and then reflect on this process; An “Orange Shirt Day” assignment in which students are encouraged to attend an event commemorating the National Day of Truth and Reconciliation, and then invited to reflect on what they learned; an Indigenization policy assignment, in which students are asked to read UFV policies related to Indigenization and decolonization, and then to discuss the effect of these policies and their responsibilities as UFV community members to participate in the project of reconciliation. There will also be low-stakes reflexive writing assignments encouraging students to reflect on Indigenous events on campus, and to discuss Dwayne Donald’s concept of “fort pedagogy” (Donald, 2012) and its importance for understanding Canadian university culture

6. – Curriculum delivery: In *Indigenizing our Academy* (University College of the Fraser Valley, 2007) the authors identify a set of core values they suggest should shape university planning. These values, including Respect, Balance, Interconnectedness of All Things, Personal and Cultural Identity, Each Person Carries a Gift, Patience, and Taking Care of Others are also powerful pedagogical values. AIS

101 instructors will draw on these values in crafting their own pedagogical practice to ensure while each section will be different, the core values of the course will be similar from section to section and instructor to instructor. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Teaching students to understand and explain EDI and antiracist practices is a CLO and core goal of AIS 101. This will be incorporated into assignments and course delivery, and it is embedded in the purpose of the course as well. In UFV's Integrated Strategic Plan, the second strategic imperative is to "identify and remove access barriers for individuals from marginalized and underrepresented groups." Although barriers to access are often seen as issues of entrance and enrollment, marginalized and racialized students can find themselves alienated or excluded even after admission to the institution. AIS 101 is meant to help close the gap between students who enter UFV with educational privilege and non-traditional university students. In this way the very existence of AIS 101 is a contribution to the university's principles of EDI.

- Assignments: Students read UFV's internationalization strategy, and then write a short essay examining how internationalization is shaping their experience at UFV; Students are invited to explore UFV policies related to equitable access and respectful communication, and then do group work or have a class discussion about their rights and responsibilities given these policies; Students write several low-stakes reflexive assignments that explore questions of equity and interculturality, including reflecting on concepts such as the cultural specificity of educational systems, intercultural communication, and tacit knowledges necessary for success at university.

7. – Curriculum delivery: Instructors invite students to critically examine the cultural specificity of university and education more broadly as a key part of AIS 101, by examining both the explicit (policies, mission statements) and tacit (cultural norms, unspoken expectations) elements of UFV life; Instructors also encourage students to share their own expertise in class discussion, including when appropriate having group discussions in languages other than English; Furthermore, an emphasis is placed on accessibility for AIS 101, and instructors will work to accommodate students who face personal health challenges or structural issues. For example, attempting to offer the course in hyflex or other multimodal formats to allow flexibility for students, or encouraging students to continue to wear masks to ensure the class is safe for peers who are immune-compromised or who live with people who are, or moving online in the context of events like the recent transit strike. 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.
8. Estimate of the typical costs for this course, including textbooks and other materials: The course will rely on OER textbooks or selected online readings, and will not require students to purchase additional equipment beyond the standard items they need for the rest of their UFV education. Thus it will not have any additional costs for students beyond tuition.

References:

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<https://www.ufv.ca/media/assets/indigenous-affairs-office/Indigenizing-our-academy.pdf>
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ORIGINAL COURSE IMPLEMENTATION DATE: September 2006  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> AIS 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                              |  |
| <b>Course Full Title:</b> Fundamentals of Higher Education<br><b>Course Short Title:</b> Fundamentals of Higher Ed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                              |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Arts and Integrated Studies                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                              |  |
| <b>Calendar Description:</b><br>Students develop the skills needed to thrive in diverse and dynamic post-secondary learning environments, contribute to academic conversations, make connections between disciplines, and identify how their education will impact their lives and their communities. Students will become familiar with key academic skills, institutional and faculty expectations, and the supports and programs offered at UFV through seminar-style classes, group work, and reflexive assignments.<br><br>Note: Field trips outside of class time may be required.<br>Note: Students with credit for UNIV 101 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                              |  |
| <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: <b>UNIV 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>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><br><table border="1"> <tr> <td>Tutorials/workshops</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>                                                                                                                                                                                                                                                                                                                                                        |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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: This course is particular to UFV's resources and our local community, plus it is a highly experiential course that relies on group collaboration. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                              |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 23, 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> January 26, 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 Canadian university culture and tacit practices.
2. Locate themselves in relation to university efforts to Indigenize and the process of Reconciliation.
3. Explain their position in relation to antiracist and EDI practices at university and beyond.
4. Position themselves in relation to university policies and systems.
5. Apply strategies to critically evaluate written, oral, visual, and multimodal scholarly materials.
6. Demonstrate responsible and ethical knowledge creation and ownership through applied academic integrity practices.
7. Use active listening skills in both a classroom and small group setting.
8. Apply respectful intercultural awareness and inclusivity in written, oral and small group work.

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

|                |     |            |     |   |
|----------------|-----|------------|-----|---|
| Assignments:   | 60% | Portfolio: | 20% | % |
| Quizzes/tests: | 20% |            |     | % |

**Details:**

Low stakes reflective writing portfolio (20%)  
 Land acknowledgement assignment (15%)  
 Reflexive assignment about learning community (15%)  
 Group work assignments (30%)

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

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

| Type        | Author or description                            | Title and publication/access details                                        | Year |
|-------------|--------------------------------------------------|-----------------------------------------------------------------------------|------|
| 1. OER book | Kwantlen Polytechnic University Learning Centres | University 101: Study, strategize, and succeed                              | 2018 |
| 2. OER book | Dave Dillon                                      | Blueprint for success in college and career                                 | 2019 |
| 3. OER book | Mary Shier                                       | Student success: An invaluable resource for college and university students | 2020 |
| 4.          |                                                  |                                                                             |      |
| 5.          |                                                  |                                                                             |      |

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

**Course Content and Topics**

*Post-secondary education in the age of multiple crises*

- Introduction: Who are we? What are we doing here?
- Getting oriented in your first weeks: discussing syllabi, university vocabulary, using MyClass and MyUFV, finding what you need when you first arrive
- The history and purpose of university: Why are we here and how do we make sure we get what we want from university?
- Academic culture and policies: Exploring disciplines, university policies, and tacit expectations at UFV
- Indigenization at UFV: Reconciliation and your post-secondary journey
- The independent learner: Taking charge of your studies and your future online or in-person
- Academic integrity: Exploring faculty expectations and cultural norms of academic integrity at UFV
- Student challenges and supports: Discussing issues students face and supports available from UFV/the community both online and on campus
- Academic skills: Reading, notetaking, and preparing for exams
- Academic skills: Writing professionally and academically
- Academic skills: Participation, group work, and presentations
- Reflections: Examining what we learned over the semester, reflecting on our progress

**Memo for Course Changes**

To: CACC, UEC

From: Arts and Integrated Studies Curriculum Committee

Date: 2023-11-29

**Subject: Proposal for revision of CSM 108**

*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: Transfer credit

2. Rationale for change:

**Review**

CSM 108 was last revised in 2012 by the Communication department, in which it was then housed. It was due for review in 2018, but was placed in limbo until its move into the new department of Arts and Integrated Studies (AIS).

**Course code**

See blanket memo to Samantha Hannah, Chair, UEC Screening about proposed course code changes to all AIS's current courses.

**Title**

The course's original 1996 title, "Critical Analysis and Study Methodology," has always been about helping students learn how to learn. "Critical analysis" was about strategies for academic success in university, notably critical thinking, researching, reading, writing, and speaking. "Study methodology" was about theorizing and developing study skills as well as understanding oneself as a learner. Over the course's evolution, as the discourses and practices around student success changed and expanded, the "study methodology" pieces began to be covered by other courses, such as UNIV 101, which is concurrently being proposed as AIS101, Fundamentals of Higher Education.

The proposed title, "Academic Literacy I" pairs with the current CSM 208 which is being concurrently proposed as "AIS208: Academic Literacy II." The term, "academic literacy," as critical thinking, learning, researching, reading, writing, and speaking amongst the disciplines, is widely known in the fields of

educational studies, English for academic purposes, writing studies, writing in the disciplines, English language studies, and possibly others (Li, 2022). The term “academic literacy” arose in much the same way as library studies refined what they taught students into the term, “information literacy” or mathematical studies refined what they taught students into “numerical literacy.”

#### **Calendar description**

The proposed AIS108 description retains CSM 108’s integrity, but reflects the changes away from study skills noted in the “title” section and updates its decade old language.

#### **Prerequisites**

The AIS department proposes to leave the course without prerequisites for three reasons:

1. The founding principle of the course is about equity and inclusivity, that university is for anyone to try. Having no prerequisites ensures that the course remains welcoming to equity deserving groups.
2. The course has been taught successfully without issues surrounding prerequisites for 27 years, 5 sections per year.
3. Pedagogically, the course is filled almost exclusively with people who want to take it. CSM 108 has always and continues to fill because of Academic Advisors, who encounter students who are not confident in their ability to learn and succeed in university and want to gain confidence. The course works well because of its culture of, desire for, and safety in learning, self-improvement, and success.

#### **Learning outcomes**

It can be difficult to see the relationships between the old and new outcomes on the official outline, so they are shown below:

2012 course outcomes (not numbered on the original outline, but numbered here)

1. identify emergent themes in academic material (becomes 5, 6)
2. synthesize and critically analyze specific academic and professional works (becomes 5, 6)
3. integrate and transfer content learning from selected disciplines (becomes 5, 6)
4. create discipline-specific rubrics (becomes 5, 6)
5. reflect on their own learning practices (becomes 3)
6. use empirical application of theoretical models (eliminated)
7. articulate various diverse forms of learning (becomes 2, 3)
8. develop independent learning strategies (becomes 3)
9. utilize various learning assessment tools and strategies (eliminated)
10. create and use methodologies to assess own academic intellectual growth (eliminated)
11. identify valid arguments and provide alternative perspectives (becomes 6, 7)
12. engage in reflection of learned material (becomes 3)
13. conceptualize the process of lifelong learning (eliminated)
14. articulate principles, modalities, and concepts in the discipline (becomes 1,5)

#### **Proposed course outcomes**

1. Describe the Western, colonial history of public, post secondary education in Canada (added)
2. Critique that history through examination of Indigenous approaches to knowledge making in Canada (7)

3. Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion (5, 7, 8, 12)
4. Work collaboratively and professionally with others in order to foster cultural competency (added)
5. Use rhetorical discourse analysis to read, summarize, and paraphrase, and peer-reviewed academic journal articles (1, 2, 3, 4, 11, 14)
6. Critique peer-reviewed academic journal articles (11)
7. Conduct secondary research (11, note: research is more explicit in the 2012 calendar description and assignments than in the LOs)
8. Disseminate research orally (added)

Eliminated outcomes 6, 9, 10, and 13

**Delivery methods and/or texts and resource materials**

This is an updating issue. The course historically used a Course Pack.

**Other: Transfer Credit**

It is important to note that the articulation of CSM 108 is out of date, with “effective dates” ranging from 2004-2012. The AIS curriculum committee is in the process of comprehensively investigating the current landscape of transfer credit revision and possibility.

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 \(ILOs\)](#):

While the AIS department does not have a program, it has a suite of courses unified by a set of competencies, brainstormed at the August 2022 Department retreat, and included here. Institutional learning outcomes have not been included here because they are under revision.

| Faculty-brainstormed competencies for AIS courses | AIS 108 learning outcomes                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| teamwork and collaboration                        | 4, Work collaboratively and professionally with others in order to foster cultural competency                                                                                                                                                                                                                                                       |
| practice/apply inclusivity                        | 2, Critique that history through examination of Indigenous approaches to knowledge making in Canada<br>3, Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion<br>4, Work collaboratively and professionally with others in order to foster cultural competency |
| self-agency                                       | 3, Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion                                                                                                                                                                                                         |
| self-reflexivity                                  | 3, Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion                                                                                                                                                                                                         |
| creativity and innovation                         | 7, Conduct secondary research                                                                                                                                                                                                                                                                                                                       |

|                                                                                                |                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                | 8, Disseminate research orally                                                                                                                                                                                                                                                                                                                                              |
| academic skills (writing, reading, speaking, numeracy, information literacy, digital literacy) | 5, Identify features of peer-reviewed academic journal articles using rhetorical discourse analysis<br>6, Read, summarize, paraphrase, and critique peer-reviewed academic journal articles<br>7, Conduct secondary research<br>8, Disseminate research orally                                                                                                              |
| critical thinking                                                                              | 2, Critique that history through examination of Indigenous approaches to knowledge making in Canada<br>3, Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion<br>6, Read, summarize, paraphrase, and critique peer-reviewed academic journal articles<br>7, Conduct secondary research |
| adaptability                                                                                   | 4, Work collaboratively and professionally with others in order to foster cultural competency<br>6, Read, summarize, paraphrase, and critique peer-reviewed academic journal articles                                                                                                                                                                                       |
| functionality in multiple literacies (career, civic)                                           | 2, Critique that history through examination of Indigenous approaches to knowledge making in Canada<br>3, Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion<br>4, Work collaboratively and professionally with others                                                                |

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

It is not required by any program, but the AIS department and the Integrated and General Studies Program Committee (IGSPC) will investigate the relationships between 108 and GSD/BIS programming.

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

There is a lengthy history of administrative and faculty level consultation about CSM 108, particularly with Advisors and the Department (now School) of Communications (where the courses used to live) and English in relation to ENG. 105. The AIS curriculum committee intends to formally consult with those areas after CACC feedback and before UEC. Moreover, the committee will invite consultation and collaboration with the Teaching and Learning Centre and the AACT team, as well as departments and areas who might have an interest in the course.

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 \(UNDRIP\)](#).

Pedagogy and curriculum delivery

- offers instructor introduction in Halq'eméylem, offers territorial acknowledgment, shows them examples of others'
- writes Halq'eméylem words on the board to practice, learn about, and discuss
- includes territorial acknowledgement in course outline
- incorporates current Indigenous material and resources from UFV and Stó:lō such as guest speakers (for instance Lorna Andrews of Teaching and Learning), medicine bag making, Witness Blanket, Indigenous poet talk
- practices pedagogy informed by Indigenous approaches such as horseshoe shaped classroom, talking stick, naturalistic outdoor exercises, appreciation for silence and reflection, spirit of collaboration, consensus based approaches

Topic selection and assignment design

- speak territorial acknowledgement
- map history of residential schools
- examine UFV discourses of Indigenization such as UFV's Indigenization plan, *Cascade* article on Halq'eméylem courses, posters in hallways
- examine Indigenous art on campus
- watch videos about Indigenization in Canadian universities, use journal articles by Indigenous scholars and about Indigenous topics related to higher education
- learn how features of Indigenous studies journal articles are similar and different in relation to journal articles in other disciplines and areas.
- learn features of Indigenous authors' academic texts

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

Pedagogy and curriculum delivery

- introduce instructor pronouns, positionality statement to situate self, students do the same
- use inclusive language such as "everyone, everybody, all of you" consistently
- include positionality statement on course outline
- invite Pride Collective workshop on inclusivity
- mix everyone up all the time
- have students speak and write different in languages
- determine learning styles, activities for different styles
- do not impose late penalties
- have flexible deadlines
- use negotiated grading
- commit to student-centred, process-based approach

Topic selection and assignment design

- positionality assignment

- options for assignments
- examine UFV discourses about SEDI such as

UFV's Race and Antiracism Network [The Race and Antiracism Network | UFV.ca](#)

UFV's EDI plan [Office of the President and Vice-Chancellor > President's Task Force on Equity, Diversity, and Inclusion > Equity, Diversity, and Inclusion Action Plan | UFV.ca](#)

- read about Anti-racist pedagogy where students learn definitions of "manifestations" of racism and do an exercise identifying racism in their lives.
  - aim for universal design (different methods of delivery, accessible materials, accessible classroom)
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):

Not that we are aware of.

#### **References**

Li D., (2022). A review of academic literacy research development: from 2002 to 2019. Asian-Pacific Journal of Second and Foreign Language Education, 7(1).

[A review of academic literacy research development: from 2002 to 2019 | Asian-Pacific Journal of Second and Foreign Language Education | Full Text \(springeropen.com\)](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1996  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> AIS 108                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                    |  |
| <b>Course Full Title:</b> Academic Literacy I<br><b>Course Short Title:</b> Academic Literacy I                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                    |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Arts and Integrated Studies                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                    |  |
| <b>Calendar Description:</b><br>Facilitates critical thinking, reading, writing, researching, and speaking skills amongst academic communities. Students learn ways to think critically as members of disciplinary and scholarly communities and use rhetorical discourse analysis for reading, paraphrasing, summarizing, and critiquing peer reviewed academic journal articles. The disciplinary/area and topic foci are tailored to the students in the class.<br><br>Note: Students with credit for CSM 108 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                    |  |
| <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: <b>CSM 108</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>Twice per 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>15</td> </tr> <tr> <td>Tutorials/workshops</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>45</b></td> </tr> </table>                                                                                                                                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15 | Tutorials/workshops | 30 |  |  |  |  |  |  | <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>The purpose of this course is to improve students' current academic literacy skills. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                    |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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                                                                                                                                                                                                                                                                                                                                                                                                  |           | Transfer Credit (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</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> May 23, 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> January 26, 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 Western, colonial history of public, post-secondary education in Canada.
2. Critique that history through examination of Indigenous approaches to knowledge making in Canada.
3. Reflect on own participation and learning, especially as it relates to Indigenization, Anti-racism, and Equity, Diversity, and Inclusion.
4. Work collaboratively and professionally with others in order to foster cultural competency.
5. Use rhetorical discourse analysis to read, summarize, and paraphrase peer-reviewed academic journal articles.
6. Critique peer-reviewed academic journal articles.
7. Conduct secondary research.
8. Disseminate research orally.

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

|              |     |                |     |  |   |
|--------------|-----|----------------|-----|--|---|
| Assignments: | 85% | Quizzes/tests: | 15% |  | % |
|              | %   |                | %   |  | % |

**Details:**

Low stakes assignments (25%)  
 Self-reflexive writing (15%)  
 Analyses, summaries, and critiques of academic journal articles (15%)  
 Micro-lecture of proposal in progress (10%)  
 Research proposal (20%)

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

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

| Type               | Author or description                                                                                                                         | Title and publication/access details | Year |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|
| 1. Article         | Journal articles about higher education determined in the context of students' academic and personal interests, identities, and communities.  |                                      |      |
| 2. Online resource | Academic communities' material such as scholarly organization's websites, universities' web pages, conference programs. Tedtalks, Youtube     |                                      |      |
| 3. Other           | Events at UFV during class such as faculty micro-lectures, student research day, workshops by Teaching and Learning, guest faculty and Elders |                                      |      |
| 4.                 |                                                                                                                                               |                                      |      |

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

**Course Content and Topics**

- Content/activities/assignments for critical thinking and self-reflexivity throughout
- Pedagogical commitment to and content/activities/assignments about Indigenization, Anti-racism, and EDI throughout
- Public, post-secondary education in Canada (colonial and Indigenous histories, contemporary organizational structures)
- Disciplines and areas of study as forms of life
- Analyzing, reading, paraphrasing, and summarizing journal articles through rhetorical discourse analysis
- Critiquing journal articles
- Designing and conducting secondary research
- Writing proposal
- Disseminating proposal
- Micro-lectures of proposals

**Memo for Course Changes**

To: CACC, UEC

From: Arts and Integrated Studies Curriculum Committee

Date: 2023-11-29

**Subject: Proposal for revision of CSM 208**

*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: Transfer Credit

2. Rationale for change:

**Six year review**

CSM 208 was due for review in 2009. In recent years, it was placed in limbo until its move into the new department of Arts and Integrated Studies (AIS).

**Number and/or course code**

See blanket memo to Samantha Hannah, Chair, UEC Screening about proposed course code changes to all AIS's current courses.

**Title**

The title, "Learning Methodology," emphasizes the learning theory elements of the course, which, in response to 108, are no longer the centre of the course. Critical thinking and discipline specific learning are the centre of the course now. The proposed title, "Academic Literacy II," follows from "AIS 108: Academic Literacy I", and both courses are united by their methodological, amongst the disciplines, and interdisciplinary emphasis.

**Calendar description**

The description has been updated to reflect the change in emphasis away from learning theory toward academic literacy as well as to update 2009 language.

**Prerequisites and/or co-requisites**

Prerequisites have been bolstered by 30 credit hours to address a lack of student preparedness and dramatic difference in experience amongst students as well as to empower students with enough experience and context to succeed in the course. Currently, students can take 208 having taken only one course. Generally speaking, a second-year academic literacy course requires that students have enough context, experience, and skills to achieve the learning outcomes. Moreover, dramatic disparities exist in student experience, from one course to graduating; requiring 30 credits attempts to close this gap a little. Furthermore, the narrowing of the pre-requisite to 108 means that the academic literacy skills acquired in 108, in particular through a discourse analytic approach to analyzing journal articles, can be leveraged into 208, where those skills can be developed.

#### **Frequency of course offering**

CSM 208 could be a vibrant, rich, ever-changing, contextually embedded academic literacy course if it were offered annually.

#### **Learning outcomes**

It can be hard to see the relationships between the outcomes on the outline, so the outcomes are mapped below:

2009 course learning outcomes:

1. Investigate and research the critical thinking process. (eliminated)
2. Develop scholarly perspectives through reasoning and problem solving. (becomes 1,2,3)
3. Examine and evaluate text material, internet data, and various types of media. (becomes 4,5,6)
4. Develop and/or enhance abilities to complete academic oral assignments in a group setting. (becomes 7)
5. Articulate and apply discipline-specific cognitive approaches. (becomes 4,5,6)
6. Sustain an ongoing system of learning independently and in groups. (becomes 8)
7. Apply theoretical principles and models of critical thinking and learning to course work in the academic field. (becomes 4, 5, 6)

Proposed course learning outcomes:

1. Articulate critical perspectives about the contemporary Canadian public, post secondary education system through lenses of Indigenization, anti-racism, equity, diversity, and inclusion (2)
2. Practice self-reflexivity and criticality in academic and civic life (2)
3. Define disciplinarity, multi-disciplinarity, and interdisciplinarity (2)
4. Conduct discourse analyses of peer reviewed academic journal articles in specific disciplinary/programmatic contexts (3, 5, 7)
5. Analyze knowledge making activities of multiple disciplines/programs (3,5,7)
6. Design and conduct primary research of peer reviewed academic journal articles using rhetorical discourse analysis (3,5,7)
7. Disseminate research in oral and written genres tailored to disciplinary/programmatic contexts (4)
8. Conduct theorized revision and peer review (6)

Eliminated LO 1

#### **Delivery methods and/or texts and resource materials**

Updated from 2009

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 \(ILOs\)](#):

While the AIS department does not have a program, it has a suite of courses unified by a set of competencies, brainstormed at the August 2022 Department retreat, and included here. Institutional learning outcomes have not been included here because they are under revision.

| Brainstormed Competencies for AIS courses                          | AIS 208 learning outcome                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| teamwork and collaboration                                         | 8, Conduct theorized revision and peer review                                                                                                                                                                                                                                                                                                                                                           |
| practice/apply inclusivity                                         | 1, Articulate critical perspectives about the contemporary Canadian public, post secondary education system through lenses of Indigenization, anti-racism, equity, diversity, and inclusion                                                                                                                                                                                                             |
| self-agency                                                        | 2, Practice self-reflexivity and criticality in academic and civic life                                                                                                                                                                                                                                                                                                                                 |
| self-reflexivity                                                   | 2, Practice self-reflexivity and criticality in academic and civic life                                                                                                                                                                                                                                                                                                                                 |
| creativity and innovation                                          | 6, Design and conduct primary research of peer reviewed academic journal articles using rhetorical discourse analysis                                                                                                                                                                                                                                                                                   |
| academic skills (writing, numeracy, information literacy, digital) | 3, Define disciplinarity, multi-disciplinarity, and interdisciplinarity<br>4, Conduct discourse analysis of peer reviewed academic journals articles in specific disciplinary/programmatic contexts<br>5, Analyze knowledge making activities of multiple disciplines/programs<br>7, Design and conduct primary research of peer reviewed academic journal articles using rhetorical discourse analysis |
| critical thinking                                                  | 5, Analyze knowledge making activities of multiple disciplines/programs<br>6, Design and conduct primary research of peer reviewed academic journal articles using rhetorical discourse analysis<br>8, Conduct theorized revision and peer review                                                                                                                                                       |
| adaptability                                                       | 5, Analyze knowledge making activities of multiple disciplines/programs<br>8, Conduct theorized revision and peer review                                                                                                                                                                                                                                                                                |
| functionality in multiple literacies (career, civic)               | 2, Practice self-reflexivity and criticality in academic and civic life                                                                                                                                                                                                                                                                                                                                 |

**Other: Transfer Credit**

It is important to note that the articulation of CSM 208 is out of date, with “effective dates” ranging from 2006 to 2010. The AIS curriculum committee is in the process of comprehensively investigating the current landscape of transfer credit revision and possibility.

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 AIS curriculum committee intends to consult with the School of Communications and Department of English, Advisors, the Teaching and Learning Centre, and the AACT team after CACC feedback and before UEC Screening. Moreover, in future, the committee will invite consultation and collaboration with departments and areas who might have an interest in the course.

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 \(UNDRIP\)](#).

Pedagogy and curriculum delivery

- offers instructor introduction in Halq'eméylem, offers territorial acknowledgment, shows them examples of others'
- writes Halq'eméylem words on the board to practice, learn about, and discuss
- includes territorial acknowledgment in course outline
- incorporates current Indigenous material and resources from UFV and Stó:lō such as guest speakers (for instance Lorna Andrews of Teaching and Learning), medicine bag making, Witness Blanket, Indigenous poet talk
- practices pedagogy informed by Indigenous approaches such as horseshoe shaped classroom, talking stick, naturalistic outdoor exercises, appreciation for silence and reflection, spirit of collaboration, consensus based approaches

Topic selection and assignment design

- watch videos about Indigenization in Canadian universities
  - use journal articles by Indigenous scholars and about Indigenous topics related to higher education
  - learn how features of Indigenous studies journal articles are similar and different in relation to journal articles in other disciplines and areas
  - learn features of Indigenous authors' academic texts
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

Pedagogy and curriculum delivery

- introduce instructor pronouns, positionality statement to situate self, students do the same
- use inclusive language such as “everyone, everybody, all of you” consistently
- include positionality statement on course outline
- invite Pride Collective workshop on inclusivity
- mix everyone up all the time
- have students speak and write different in languages
- determine learning styles, activities for different styles
- do not impose late penalties
- have flexible deadlines
- use negotiated grading
- commit to student-centred, process-based approach

Topic selection and assignment design

- positionality assignment
- options for assignments
- examine UFV discourses about SEDI such as

UFV’s Race and Antiracism Network [The Race and Antiracism Network | UFV.ca](#)

UFV’s EDI plan [Office of the President and Vice-Chancellor > President's Task Force on Equity, Diversity, and Inclusion > Equity, Diversity, and Inclusion Action Plan | UFV.ca](#)

- read about Anti-racist pedagogy where students learn definitions of “manifestations” of racism and do an exercise identifying racism in their lives.
- aim for universal design (different methods of delivery, accessible materials, accessible classroom)

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.)

Student access to the course will be increased with a class size of 36.

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

Not that we are aware of.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> AIS 208                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| <b>Course Full Title:</b> Academic Literacy II<br><b>Course Short Title:</b> Academic Literacy II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Department (or program if no department):</b> Arts and Integrated Studies                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| <b>Calendar Description:</b><br>Builds on critical thinking, rhetorical discourse analysis, researching, reading, writing, and speaking skills learned in AIS 108. Topics are about post-secondary education, and discipline/area foci are student-centred, tailored to interests and/or disciplines of students' other courses. Students conduct original research of disciplinary textual practices by analyzing academic journal articles.<br><br>Note: Students with credit for CSM 208 cannot take this course for further credit.                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 credits including AIS 108 (formerly CSM 108).                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| <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>CSM 208</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>36</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;">15</td> </tr> <tr> <td>Tutorials/workshops</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 style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> Lectures, interdisciplinary groups, individual consultation, seminars | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 30 |  |  |  |  |  |  | <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><br>It is designed to foster students' improvement of their current academic literacy. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Transfer Credit (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>Yes</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> May 23, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Date of meeting:</b> June 2, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval UPAC</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of meeting:</b> January 26, 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. Articulate critical perspectives about the contemporary Canadian public, post-secondary education system through lenses of Indigenization, Anti-racism, social justice, equity, diversity, and inclusion.
2. Practice self-reflexivity and criticality in academic life.
3. Define disciplinary, multi-disciplinary, and interdisciplinarity.
4. Apply rhetorical discourse analysis to peer reviewed academic journals articles in specific disciplinary/programmatic contexts.
5. Analyze knowledge making and textual activities of multiple disciplines/programs.
6. Conduct an original study of academic journal articles' textual features using rhetorical discourse analysis.
7. Disseminate findings in oral and written genres tailored to disciplinary/programmatic contexts.
8. Conduct theorized, self-reflective revision and peer review.

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

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

**Details:**

Low stakes assignments (mostly practice at discourse analysis of academic journal articles) (25%)

Self-reflexive writing (15%)

Discourse analysis of peer-reviewed journal articles (15%)

Research proposal of disciplinary/programmatic compare/contrast--using rhetorical discourse analysis of journal articles from more than one school/discipline/program/area (15%)

Micro-lecture of proposal (10%)

Mini journal article or research poster for specific disciplinary/programmatic community (20%)

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

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

| Type               | Author or description                                                                                                                     | Title and publication/access details | Year |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|
| 1. Textbook        | Lovrik, P                                                                                                                                 |                                      | 2006 |
| 2. Textbook        | Nosich: G.M.                                                                                                                              |                                      | 2004 |
| 3. Article         | Journal articles determined in the context of students' academic and personal interests, identities, and communities                      |                                      |      |
| 4. Online resource | Academic communities' material such as scholarly organization's websites, universities' web pages, conference programs. Tedtalks, Youtube |                                      |      |
| 5. Other           | Events during class time such as student research day, faculty micro-lectures, guest faculty, Teaching and Learning, guest Elders         |                                      |      |

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

**Course Content and Topics**

- Critical thinking, self-reflexivity throughout
- Elements of Indigenization, Anti-racism, and SEDI throughout
- Refresher on contemporary Canadian public, post-secondary system
- Concepts of disciplinary, multi-disciplinary, interdisciplinarity
- Refresher on discourse analysis of peer reviewed academic journal articles
- Designing research project—discourse analysis of peer reviewed academic journal articles from different disciplines/areas
- Writing proposal
- Conducting discourse analysis
- Preparing for dissemination of research project in process through micro-lecture and mini journal article or research poster
- Micro-lectures and poster presentations



**Memo for Program Changes**

To: Sylvie Murray

From: Hannah Celinski

Date: November 15<sup>th</sup>, 2023

**Subject: Program change, Bachelor of Integrated Studies**

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: Discontinue the Aviation Concentration in the BIS

2. Rationale for change(s):

In the past, the BIS program encouraged students interested in pursuing a degree to further a career pathway in aviation, pilot positions in particular, to complete a BIS to allow for an individualized approach to credit transfer, recognition of previous learning, and course selection. At the time, the BIS offered flexibility in the number of credits awarded for previous flight training. The BIS referred to this opportunity as an Aviation Concentration, but it was not a formalized pathway identified on the student's eventual credential.

With recent revisions to the BBA Aviation there is no longer a need for the concentration in the BIS, therefore we are discontinuing it.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: NA
4. What consideration has been given to Indigenizing the curriculum? This will be addressed in the BBA Aviation program planning.

5. Will additional resources be required? If so, how will these costs be covered? No.

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

The change is expected to increase enrollment, as students will have access to a formalized pathway to success, curated and administered by one department to ensure alignment with current hiring needs and position expectations.

BBA Aviation has also been revised to adjust the required courses:

- No longer requires both ECON 100 and ECON 101. Now requires either ECON 100 or ECON 101.
- No longer requires ECON 307
- No longer requires both ENGL 105 and CMNS 125 to either ENGL 105 or CMNS 125.

These changes make room for the addition credits awarded for pilot licenses and ratings.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? No.

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

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

The impact has been shared with The College of Arts and impending adjustments are currently being managed by the English, Communications, and Economics.

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

## Bachelor of Integrated Studies degree

### 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 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 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 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.

Please see the **Bachelor of Integrated Studies** website or the **Advising Centre** website for information and forms on completing a Theme.

#### Applied Management concentration

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.~~

### **Minors and extended minors**

Students select electives to complete one or more minors or extended minors. Refer to the appropriate calendar details for the minor or extended minor requirements.

Students may not complete both a minor and an extended minor in the same program.

Note: For students completing a Theme option, only two upper-level courses (maximum of eight credits) of a minor or extended minor can be used toward the Theme.

### **General option**

Students select courses to complete a minimum of 120 credits, of which at least 45 must be upper-level. Students are eligible to select any course for which they meet the prerequisites. Choice should include courses that enhance a career path, or meet prerequisites for professional programs, or for expanding academic knowledge. The program is developed according to the intended learning goals of the individual.

### **Co-operative Education option**

The Co-operative Education option provides students with the opportunity to acquire paid, career-related work experience in conjunction with their studies in the Bachelor of Integrated Studies degree program. See the **Co-operative Education** section for more details.

**Declaration of minors or Themes**

Students may formally declare minors or intention to complete a Theme after they have been accepted. Unless otherwise stated, to be eligible to declare minors, students must have a minimum CGPA of 2.00 on all credits attempted and earned a minimum grade of C on each of the required courses for the subject discipline. (Some areas have specific requirements; these are listed in the calendar under the relevant discipline.) Students are encouraged to declare minors or their intention to complete a Theme as soon as possible.

Students will be required to make this declaration by 90 credits, or upon entry to degree program, whichever is later. Students may request to declare a minor or Theme after 90 credits on a case-by-case basis. Students who do not meet the requirements of their planned minor or Theme may be able to graduate with a BIS, general option (no specialization).

Please note that the number of students wanting to enter any minor program may exceed capacity. Departments reserve the right to select competitively if necessary. UFV cannot guarantee available seats in required program courses on demand.

**Memo for Course Changes**

To: Linda Pardy and College of Arts Curriculum Committee Members

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

Date: October 2023

**Subject: Proposal for revision of ANTH/SOC 368: Power, Inequality and the Environment (formerly Environment & Society)**

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

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

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

2. Rationale for change:

- ANTH/SOC 368 needed to be revised as part of the standard six-year review. The course revision shifts the focus of the course so that it is more obviously different from ANTH 268 (Culture & Environment) as previously both courses explored cultural understandings of the environment
- The revised version of ANTH/SOC 368 better reflects faculty expertise in the Anthropology programme and aligns the course more with the programme's focus on rethinking important social issues. In particular, ANTH/SOC 368 explores the ways that social scientists can contribute to rethinking environmental issues in ways that encourage social and ecological justice for all living beings.
- The change in title better communicates the course's content to students
- The revisions to the calendar description make the focus of the course (environmental discourses) more readily apparent to prospective students, as well as signalling the relevance of the course to broader interests in environmental justice.
- GEOG 140 has been added as a potential pre-requisite for the course to better reflect the parallels between anthropology, sociology, and human geography with regards to this topic. The

addition of GEOG 140 also opens up the course to more students while still ensuring that students taking the course have a certain familiarity with the approach taken in the course.

- The learning outcomes reflect the shift in focus of the course to environmental discourses and better follow the UFV guidelines on learning outcomes.
  - The course outline reflects that ANTH/SOC 368 may be offered in multiple formats and will be offered every other year.
  - The change in assessment and resources for ANTH/SOC 368 reflect changes in pedagogy and universal design for learning. Instead of a final exam, students work throughout the semester on their own research project where they receive feedback at several points to help them build their own skills and competencies. The inclusion of holistic assessment allows for a recognition that student learning is not always readily conveyed through written assignments and that multiple forms of demonstrating knowledge should be encouraged.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
- The changes made to the Course Learning Outcomes (CLOs) have been done specifically to ensure that they are more inline with the Anthropology Programme Learning Outcomes (PLOs) and UFV's ILOs. CLOs align more clearly with ILOs 1-6. They also align with the recent revisions to Anthropology's PLOs 1 and 3-6 (see attached). The revised learning outcomes also reflect the change in focus of the course and better follow the UFV rules for how to write learning outcomes for a 300-level course
  -

| CLOs                                                                                                                                                      | SOC PLOs | SOC/ANTH Major PLOs | ANTH PLOs | ILOs          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------|-----------|---------------|
| 1. Critically reflect on their own culturally situated understandings of the environment & environmental issues                                           | 4-6      | 1, 3                | 1, 3      | 6             |
| 2. Evaluate critically the social and cultural contexts of environmental issues from anthropological perspectives                                         | 5,6,8    | 2-4                 | 2-4       | 3             |
| 3. Investigate the blame narratives & solution stories animating particular environmental problems & reframe these stories using anthropological theories | 2,5,8,10 | 2, 5                | 2,5       | 1-5           |
| 4. Analyze some major environmental issues & suggest possible ways to work towards social & ecological justice                                            | 8,10     | 5, 6                | 5, 6      | 1, 4, 6, 7, 9 |
| 5. Communicate the complexity of ideas on environmental dilemmas to diverse audiences including classmates & the general public                           | 9        | 6                   | 6         | 1-5           |

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - This course is an elective for the Environmental Studies Major and Minor (Society, Culture, and Economy elective). We believe that the changes to the course will better align the course content and outcomes to the needs of this program. In particular the revisions to ANTH/SOC 368 include a shift to focus on political ecology as well as drawing on more content from human geography.
  - This course is also an elective for the Indigenous Studies Major (Worldview & Spirituality elective). We believe that the changes to the course will better serve the needs the Indigenous Studies program as the proposed revisions mean that the course integrates global Indigenous worldviews and contemporary experiences throughout the course. The focus on understanding competing narratives regarding environmental issues encourages students to explore in greater depth Indigenous understandings of these global issues and giving these equal standing to Western scientific knowledge.
5. Which program areas have been consulted about the change(s)?
  - Sociology
  - Environmental Studies
  - Geography
  - Indigenous Studies
  - Global Development Studies
  - Bachelor of Integrated Studies
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - This course contributes to Indigenizing UFV by deconstructing the cultural basis for scientific knowledge about the environment and emphasising the importance of giving equal standing to Indigenous perspectives on environmental issues. Students read scholarship on environmental issues relating to Indigenous peoples worldwide by Indigenous scholars and their allies. The focus on a political ecology approach to environmental dilemmas also ensures that Indigenous experiences of climate change and other environmental issues are considered as Indigenous communities bear some of the biggest burdens of environmental changes. It also means that a detailed consideration of the connections between colonialism, capitalism, and contemporary inequality are a central theme in the course.
  - This class asks students to reflect on their own positionality and culturally situated understandings of the environment. In doing so, it encourages Indigenous students to draw on their own knowledge systems and experiences in their research, discussion, and writing for the



class. It asks settler students to unpack their assumptions about science versus Indigenous knowledge in order to better respect Indigenous knowledge systems.

- The inclusion of holistic assessment and encourage students to work collaboratively while still having the freedom to pursue their own interests. While working on individual research projects, students are encouraged to support each other through the process by sharing resources, providing feedback on early assignments, and proofreading each others work. The course design also emphasizes multiple ways of presenting information for both academic and public audiences.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
    - Environmental change and environmental issues disproportionately affect Indigenous communities along with those living in the so-called Global South. By integrating political ecology into considerations of climate change and other environmental issues students are encouraged to reflect on broader issues of power and privilege as they relate to everyday life in Canada. This course includes readings by scholars of different nationalities, genders, ethnic and racial backgrounds. It also includes readings that almost exclusively focus on non-Western experiences of environmental change both in Canada and globally.
    - Students are encouraged to reflect on their own culturally situated understandings of environmental issues and to develop a nuanced understanding of how culture shapes global environmental discourses.
    - Students read articles and book chapters to learn about environmental issues from different perspectives. In addition, class discussion helps students to better understand the readings. The curriculum delivery focuses on discussion and analysis as guided by the instructor.
    - Assignments include storytelling, presentations, opinion pieces, and a research paper. These assignments can be modified to accommodate students with disabilities. The incorporation of collegiality and mutual aid as a form of assessment also ensures that students with disabilities are supported within the classroom even if they do not qualify for accommodations.
    - The contemporary environmental issue project has a number of checkpoints, so that students receive feedback throughout the semester. The class will also discuss each stage of the research process. The multiple components of the project break a large task into smaller parts over time, which can help students who struggle with executive functioning to complete the assignment.
    - All course materials are posted on Blackboard and accessible to students who use screen readers.
  8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
    - There are no special considerations for this course.
  9. Estimate of the typical costs for this course, including textbooks and other materials:
    - Typical costs for the class are less than \$70. All readings are available on Blackboard. Students may want to print course materials and their assignments. Students need internet access.

**CWC comments and responses:**

- Is the “mini-conference” referred to in the calendar description note a scheduled activity that would be timetabled? Why is this only included in some iterations of the course? How is this reflected in the evaluation?

*Students will be notified in the timetable that this additional mini conference will be occurring for that iteration. They will also be provided with dates as to when it will occur. The mini conference will typically be what happens in this course. However, we did not want to make the mini conference mandatory for everyone who teaches the course, so that their method of assessing the stated Learning Outcomes can vary, not necessarily having to include a mini conference. The mini conference is ones means for students to gain skills and experiences relevant to the Learning Outcomes, but it is not the only method by which this can occur. Regardless, we see the mini conference as a valuable opportunity for students to gain additional experiences that they would not otherwise gain from class presentations or something comparable if we were only to strictly keep with the LOs.*
- UEC is working on developing a definition for “holistic assessment”, but “collegiality” seems unusual here. Would this be better represented in the “assignments” category?

*There are many different definitions of holistic assessment and as UEC has not settled on one particular one I (Keziah Wallis, principal instructor for this course) am here drawing on an Indigenous approach which focuses on recognising and appreciating that students come into the classroom as fully fleshed individuals with multiple components and relationships to others. In State of Aboriginal Learning in Canada: a holistic approach to measuring success, the holistic element of Indigenous approaches to learning is defined as one that “engages and develops all aspects of the individual (emotional, physical, spiritual and intellectual) and the community, and stresses the interconnectedness of all life under the Creator” (p.10). This assignment encourages students to recognise not only their relationships with each other but also the ways that they contribute to each others success in this class. It refocuses students on their relationships with each other and encourages them to draw on their own strengths, knowledge, and skills to support their classmates. This support can be emotional, physical, spiritual or intellectual as long as it works towards supporting their classmates. This often allows for students to demonstrate their understanding in ways that are not neatly captured by other assessment methods.*

**Sociology/Anthropology Major Program Learning Outcomes**

1. Use critical self-reflexivity to question the taken for granted aspects of everyday life from a broad range of perspectives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociology and sociocultural anthropology
3. Demonstrate an understanding of the intricacies of cultural diversity and Indigenous knowledges, of the intricacies of the complex and shifting nature of culture and society, and the provisional status of knowledge, and of their implications for transformative social justice
4. Analyze both interpersonal and large-scale social phenomena, including how these interrelate with one another
5. Evaluate and employ a variety of methodological approaches to ethically examine key issues facing societies around the globe
6. Imagine and advance a social justice through engaged research

**Anthropology Minor and Extended Minor Program Learning Outcomes**

1. Use critical self-reflexivity to question the taken-for-granted aspects of everyday life from holistic, critically culturally relative, and cross-cultural perspectives
2. Comprehend central concepts, theoretical perspectives, and approaches in sociocultural anthropology
3. Demonstrate an appreciation of cultural diversity, Indigenous knowledges, decolonization, the complex and shifting nature of culture, and the provisional status of knowledge
4. Utilize analytical and critical skills to deconstruct cultural assumptions about the world
5. Employ ethnographic approaches, ethics, methods, and sensibilities in examining key issues facing societies around the globe
6. Meaningfully engage in civic and global questions to advance social justice and imagine alternative modes of living and being

**Sociology Program Learning Outcomes**

Students can demonstrate an understanding of and competence in relation to...

1. ...the discipline of sociology and can articulate its significance to contributing to our understanding of society and social change.
2. ...the role of theory in sociology and can apply theory to examine contemporary social issues.
3. ...the key components of qualitative and quantitative research designs, methodology, and methods in order to critically consume research/literature and can outline their role in advancing understanding of social issues.
4. ...key social science topics, including but not limited to: culture, social change, socialization, stratification, social structure, race/ethnicity, gender and sexuality, age, families, and class.
5. ...how social structures operate in various and complex ways at the micro, meso, and macro levels and the implications for transformative social justice.

6. ...the sociological imagination and can articulate the reciprocal relationship between individuals and society, including how this fits within their own lived experiences.
7. ...at least three specialty areas within sociology.
8. ...diversity in local and global contexts, both past and present, and the implications for creating an equitable and fair society.
9. ...a number of practical skills, including but not limited to: conducting a literature review and synthesizing academic literature; designing or conducting research using basic qualitative and quantitative data collection methods and analysis; applying principles of ethical practice; communicating findings in a social science style; applying critical thinking skills to contemporary social problems; and demonstrating effective verbal and written communication.
10. ...the interface between history and contemporary social problems, particularly in relation to Indigenous people in Canada and other minority groups.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> ANTH 368                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Power, Inequality, and the Environment<br><b>Course Short Title:</b> Power, Inequality, Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Investigates and questions how framings of environmental issues reflect broader power structures, cultural categories, and social anxieties. Focuses on how we—as scholars, citizens, and activists—can work to alter current environmental conditions in ways that foster social and ecological justice for all living beings.<br><br>Note: In some iterations of this course, a mini-conference will be held outside of class time at the end of the semester.<br>Note: This course is offered as SOC 368 and ANTH 368. Students may take only one of these for credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | 45 university-level credits including one of ANTH 102, GEOG 140, or SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>SCMS 468, ANTH 468/SOC 468</b><br>Cross-listed with: <b>SOC 368</b><br>Equivalent course(s): <b>SOC 368</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>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 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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> October 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> January 26, 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 reflect on their own culturally situated understandings of the environment and environmental issues.
2. Evaluate critically the social and cultural contexts of environmental issues from anthropological perspectives.
3. Investigate the blame narratives and solution stories animating particular environmental problems and reframe these stories using anthropological theories.
4. Analyze some major environmental issues and suggest possible ways to work towards social and ecological justice.
5. Communicate the complexity of ideas on environmental dilemmas to diverse audiences, including classmates and the general public.

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

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

**Details:**

- Assignments (30%): Op-eds x4 (20%), storytelling assignment (10%)
- Contemporary environmental issue project (50%): prospectus (5%), annotated bibliography (10%), paper outline (5%), research paper (20%), presentation (10%)
- Holistic assessment (20%): collegiality (10%), self-evaluation (10%)

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

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

Lectures, discussions of assigned readings and audio-visual materials, student presentations, and guest lecturers.

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

| Type               | Author                | Title and publication/access details                                                                                                                                                                                                                                                                          | Year |
|--------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Online resource | Williams, Raymond     | Williams, Raymond. 1985. "Nature." In <i>Keywords: A Vocabulary of Culture and Society</i> , 219–24. Oxford: Oxford University Press.                                                                                                                                                                         | 1985 |
| 2. Online resource | McKibben, Bill        | McKibben, Bill. 2006. "Selections." In <i>The End of Nature</i> , 4-8, 47–58. New York: Random House Incorporated.                                                                                                                                                                                            | 2006 |
| 3. Online resource | Mar, Tracey Banivanua | Mar, Tracey Banivanua. 2010. "Carving Wilderness: Queensland's National Parks and the Unsettling of Emptied Lands, 1890–1910." In <i>Making Settler Colonial Space: Perspectives on Race, Place and Identity</i> , edited by Tracey Banivanua Mar and Penelope Edmonds, 73–94. London: Palgrave Macmillan UK. | 2010 |
| 4. Article         | Thorpe, Jocelyn       | Thorpe, Jocelyn. 2008. "To Visit and to Cut Down: Tourism, Forestry, and the Social Construction of Nature in Twentieth-Century Northeastern Ontario." <i>Journal of the Canadian Historical Association / Revue de La Société Historique Du Canada</i> 19 (1): 331–57.                                       | 2008 |
| 5. Online resource | Allen, Catherine J.   | Allen, Catherine J. 2012. "Water, Stones, and Light: A Cosmology." In <i>The Hold Life Has: Coca and Cultural Identity in an Andean Community</i> , 22–48. Washington: Smithsonian Institution.                                                                                                               | 2012 |

**Course Content and Topics**

- The nature/culture story
- Discourses of wilderness
- Alternative imaginings of nature-culture
- Political ecology
- Colonial encounters, imperial ecologies
- Capitalism and commodification
- Developmentalism and sustainability
- Rethinking climate science
- Indigenous politics and environmental issues
- (Over)population and scarcity
- Aliens and natives
- Conservation parks
- Community showcase



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOC 368                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                |
| <b>Course Full Title:</b> Environment and Society                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                       |
| <b>Course Short Title:</b> (To be assigned by OReg based on university standards.)                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                              |
| <b>Official Course Outline:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |
| This is a cross-listed course. Please refer to <b>ANTH 368</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                       |
| Investigates and questions how framings of environmental issues reflect broader power structures, cultural categories, and social anxieties. Focuses on how we—as scholars, citizens, and activists—can work to alter current environmental conditions in ways that foster social and ecological justice for all living beings.                                                                                                                                         |                                                                                                                                                                                                                                       |
| Note: In some iterations of this course, a mini-conference will be held outside of class time at the end of the semester.                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                       |
| Note: This course is offered as SOC 368 and ANTH 368. Students may take only one of these for credit.                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | 45 university-level credits including one of ANTH 102, GEOG 140, or SOC 101.                                                                                                                                                          |
| <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>SCMS 468, ANTH 468/SOC 468</b><br>Cross-listed with: <b>ANTH 368</b><br>Equivalent course(s): <b>ANTH 368</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>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<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> October 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> January 26, 2024                                                                                                                                                                                              |

**Memo for Course Changes**

To: Linda Pardy, Chair, CACC

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

Date: Oct 2023

**Subject: Proposal for revision of MACS 201/MUSC 201: Popular Music and Society**

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

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

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

2. Rationale for change:

- This course is being decrosslisted as MUSC 201, so that it will now only serve as a MACS course. The reason for this is there is no MUSC program, which means the credit students receive for MUSC 201 does not serve a significant purpose.
- No other changes have been made to this course outline.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): n/a
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? Despite being a cross-list, there will be no effect; MUSC does not have a program.
5. Which program areas have been consulted about the change(s)? n/a (though it has been discussed previously with faculty involved in MUSC)
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). n/a



7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [n/a](#)
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [n/a](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [n/a](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> MACS 201                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Popular Music and Society                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Popular Music & Society                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Popular music is everywhere in our day-to-day lives, yet we seldom consider how it was made, what it means, and how it affects us. In this course students draw on different scholars' ideas to reflect on the diverse social contexts in which people create and listen to popular music.<br><br>Note: Students with credit for MUSC 201 cannot take this course for further credit.                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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: <b>MUSC 201</b><br>Cross-listed with:<br>Equivalent course(s): <b>MUSC 201</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>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</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>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 30 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| 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> <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> October 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> January 26, 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 business of producing and promoting popular music in the context of present-day technological developments.
2. Identify how popular music is made as the result of creative and commercial decision-making.
3. Evaluate popular music in terms of its ability to reflect the status quo and enforce conformity and also in terms of its oppositional nature and emancipatory potential.
4. Assess the criteria by which industry professionals and fans make decisions as to what is good and bad music.
5. Identify how audience members integrate popular music into their lives in terms of fashion, dance, language and talk.
6. Define the place and role of popular music within youth subcultures and other subcultures (ethnic, age-related, etc.).
7. Identify the global diffusion of popular music genres and artists, with its contradictory effects of encouraging cultural homogeneity and heterogeneity at different times and in different places.
8. Discuss contemporary or recent musical phenomena in terms of their social relevance.

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

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

**Details:**

Two assignments on podcasts, presentations, music critiques, etc.

**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, in-class discussions, group discussions, student-led activities, videos, music, practice 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 | Shuker, Roy                                                                                   | Understanding Popular Music Culture, 5 <sup>th</sup> ed. | 2016 |
| 2. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                          |      |
| 3.          |                                                                                               |                                                          |      |
| 4.          |                                                                                               |                                                          |      |
| 5.          |                                                                                               |                                                          |      |

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

None

**Course Content and Topics**

**Production:**

- The business of popular music: who gets signed and why.
- In the studio: producing the perfect song.
- The artist as commodity: selling musicians and their songs to the public.

**Text:**

- What it means for music to be popular. The structure and meaning of popular genres (rap, rock, country, techno...).
- Authenticity and artifice, innovations, and conventions.
- Judging popular music for better and for worse.
- Issues of inequality: age, class, gender, race and sexual orientation in popular music.

**Consumption:**

- From fans to subcultures: why we like what we like. Fashions and fads in popular music.
- Music as a distraction, music as an addiction.
- From vinyl to streaming: the impact of technology on listening practices.
- Globalization and popular music.

**Memo for Course Changes**

To: Linda Pardy and College of Arts Curriculum Committee Members

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

Date: November 2023

**Subject: Proposal for revision of MACS/SOC337: Taste and Culture**

*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:

- MACS/SOC 337 needed to be revised as part of the standard six-year review.
- The calendar description was shortened to reflect the updated guidelines on the length of the description and expectations of concision.
- The learning outcomes underwent minor wording tweaks to better reflect the expectations and requirements for the course. The language now offers a clearer picture that better reflects what students can expect to learn.

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

- The changes made to the Course Learning Outcomes, while not substantial, have been done specifically to ensure that they are more aligned with UFV's ILOs. The revised learning outcomes also better follow the UFV rules for how to write learning outcomes for a 300-level course.
- The revised Course Learning Outcomes also recognize how marginalized social groups can resist and oppose dominant groups.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
  - Not Applicable
5. Which program areas have been consulted about the change(s)?
  - Not applicable
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
  - This course contributes to Indigenizing UFV by emphasising how indigenous groups can actively preserve, promote, and share their culture. The course investigates several ways that indigenous groups across the globe have opposed or resisted dominant and oppressive structures. Examples of content reflecting this would include readings and discussions around the appropriation and commodification of indigenous art by the larger culture.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
  - Outside of just the delivery of course content, the assessments include opportunities for students to present knowledge outside of the traditional academic paper. Opportunities exist to produce audio or video content (music, podcasts, or documentaries for examples), works of art, or potentially other indigenous ways of knowing that can reflect both the course content and learning outcomes while also presenting creative ways for students to express their lived experiences and indigenous connections.
  - The course's creative elements present the opportunity for multiple knowledge delivery methods and based on potentially any cultural element from Bollywood film to Haida art. The use of selected readings in place of, or in addition to a textbook, allows for multiple perspectives to be presented from many different authors with diverse backgrounds.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
  - There are no special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials:
  - Typical costs for the class are less than \$70. All readings are available on Blackboard. Students may want to print course materials and their assignments. Students need internet access.



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2012  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> MACS 337                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Taste and Culture                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Taste & Culture                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students critically examine the concept of "taste". Students explore the relationship between social class and taste and how it plays out in areas including art, film, television, fashion, music, food, advertising, identity, subcultures, and our bodies.<br><br>Note: This course is offered as MACS 337 and SOC 337. Students may only take one of these for credits.                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 credits including 6 credits of SOC and/or MACS.                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>SOC 399D</b><br>Cross-listed with: <b>SOC 337</b><br>Equivalent course(s): <b>SOC 337</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>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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 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> January 26, 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. Articulate the historical and sociocultural dimensions of the philosophies of aesthetics.
2. Describe the complex relationships between class and culture as expressed in "lowbrow", "middlebrow", and "highbrow" cultural artifacts.
3. Define how notions of authenticity function in such diverse fields as music and art.
4. Reflect on how personal preferences in commodities contribute to the construction of individual and collective identities.
5. Identify key distinctions between high culture and popular culture.
6. Deconstruct how media representations of taste can reinforce or challenge social norms.
7. Evaluate how subcultures and countercultures can simultaneously function within and resist the dominant culture.

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

|             |     |              |     |          |     |
|-------------|-----|--------------|-----|----------|-----|
| Final exam: | 25% | Assignments: | 50% | Project: | 25% |
|             | %   |              | %   |          | %   |

**Details:**

Assignments may include micro vlogs/blogs that summarize readings; film festival critique; analysis of culture and taste, portrayed through a non-essay format (e.g. cartoon, original artwork, short video, etc.).

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

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

Lectures, guest lectures, group work, student-led 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. Article  | Jenkins, Richard                                                                              | Pierre Bourdieu: Culture, Status, & Distinction                                                | 1992 |
| 2. Article  | Janna, Michael                                                                                | It's really not hip to be a hipster. Negotiating trends and authenticity in the cultural field | 2015 |
| 3. Article  | Webb, Schirato, & Dannaher                                                                    | Understanding Bourdieu: The field of cultural production                                       | 2002 |
| 4. Article  | Hardie, Melissa Jane                                                                          | The three faces of Mad Men: Middlebrow culture and quality television                          | 2012 |
| 5. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                                                |      |

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

**Course Content and Topics**

- The philosophy of aesthetics
- Pierre Bourdieu and Distinction
- The field of cultural production
- High culture versus low culture
- Authenticity
- Identity
- Subcultures
- Pornography and obscenity
- Television
- Film
- Fashion
- Food



ORIGINAL COURSE IMPLEMENTATION DATE: May 2012  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOC 337                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                              |
| <b>Course Full Title:</b> Taste and Culture<br><b>Course Short Title:</b> Taste & Culture                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                     |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                            |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>MACS 337</b> for the official course outline.                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |
| <b>Calendar Description:</b><br>Students critically examine the concept of "taste". Students explore the relationship between social class and taste and how it plays out in areas including art, film, television, fashion, music, food, advertising, identity, subcultures, and our bodies.<br><br>Note: This course is offered as MACS 337 and SOC 337. Students may only take one of these for credits.                                         |                                                                                                                                                                                                                                     |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 credits including 6 credits of SOC and/or MACS.                                                                                                                                                                                  |
| <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>SOC 399D</b><br>Cross-listed with: <b>MACS 337</b><br>Equivalent course(s): <b>MACS 337</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>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<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> October 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> January 26, 2024                                                                                                                                                                                            |



**Memo for Course Changes**

To: Linda Pardy, CACC Chair

From: Dr. Chantelle Marlor, School of Culture, Media and Society

Date: October 1<sup>st</sup>, 2023

**Subject: Proposal for revision of SOC 101**

*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 revision is part of a six year review. The calendar description, Learning Outcomes, and evaluation methods have been changed to better reflect current sociological theory and pedagogy. Course resources have been 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 \(ILOs\)](#): **As a foundational course, students should learn the fundamental principles, theories and approaches that will be expanded in later sociology courses. The revised learning outcomes better mirror the program's newly revised learning outcomes. For example, LO 4 (Examine social realities in local and global contexts) directly reflects the Program LO 3 (Reflect on the complex and dynamic nature of social life at an interpersonal, local and global scale). Additionally, the course learning outcomes match ILOs 3, 4, 6 and 9.**
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**
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 topics (culture, socialization, social interaction, social stratification, gender, race and ethnicity) provide opportunity to address issues of Indigeneity on both local and global levels. Learning outcome no. 3 (Examine social realities in local and global contexts), no. 5 (Reflect on the relationships between individuals and society) and no. 6 (Evaluate power and privilege to advance equity, social justice and decolonization) also address this. Instructors can also incorporate indigenous voices in course material. With assessments - videos, presentations and oral storytelling allow the instructor to be open to non-Western ways of presenting knowledge.

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

See above. The course learning outcomes, specifically no. 5, 6, and 7 in addition to the course topics of gender, race and ethnicity, and social stratification are topics specifically addressed in 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): **\$100**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1975  
**REVISED COURSE IMPLEMENTATION DATE:** September 2012  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2017  
**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> SOC 101                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introductory Sociology                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Introductory Sociology                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students are introduced to analysis of social life using basic sociological concepts, methods, and theoretical orientations. Designed to acquaint students with the discipline as well as facilitate critical thought concerning explanations of social interactions, organizations, institutions, and society.                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>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;"> <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>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> October 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> January 26, 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. Utilize sociological concepts and methods to understand society.
2. Apply sociological theories and perspectives to social life.
3. Examine social realities in local and global contexts.
4. Explain the foundations of social science research.
5. Reflect on the relationships between individuals and society.
6. Evaluate power and privilege to advance equity, social justice, and decolonization.
7. Apply sociological lenses to their own social experiences.

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

|                |     |                   |     |                   |   |
|----------------|-----|-------------------|-----|-------------------|---|
| Final exam:    | 25% | Assignments:      | 50% | [click to select] | % |
| Quizzes/tests: | 25% | [click to select] | %   | [click to select] | % |

**Details:**

Research paper/final project: 30%

Short assignments: 20% (eg: oral 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.)*

May include lecture, small group work, videos, 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. Textbook | Letts, L.K. and Steckley, J.                                                                  | Elements of Sociology. 6 <sup>th</sup> Ed. Oxford University Press.                         | 2020 |
| 2. Textbook | Symbaluk, B.                                                                                  | Sociology in Action. A Canadian Perspective. 4 <sup>th</sup> Ed. Nelson College Indigenous. | 2018 |
| 3. Textbook | Ravelli, B. and Webber, M.                                                                    | Exploring Sociology. A Canadian Perspective. 5 <sup>th</sup> Ed. Pearson Canada.            | 2021 |
| 4. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                                             |      |
| 5.          |                                                                                               |                                                                                             |      |

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

Required topics:

- Sociological perspective: theory
- Sociological research methods
- Culture
- Socialization
- Social stratification (local, national, and global)
- Gender and sexuality
- Race, racialization, and ethnicity

Optional topics:

- The family
- Education and religion
- Crime and deviance
- Social movements
- Health
- Environment
- Media and technology
- Demography
- Individuals, groups, and organizations

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

From: Chantelle Marlor, Dept Chair, Social, Cultural & Media Studies

Date: June 2023

**Subject: Proposal for revision of Key Ideas in Sociology – SOC 201**

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

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

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

2. Rationale for change:

- **Course required review**
- **Calendar description shortened, to fit current formatting preferences**
- **Frequency of course offering updated to reflect current practice**
- **Learning Outcomes updated to better-reflect current standards for how Learning Outcomes are formatted**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **The Learning Outcomes are developed more fully to articulate what has always been expected of students from this course.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#),

and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). One of the classes in the course is typically devoted to the topic of Decolonization and Race. Among other things, as part of this class, students watch a video-recorded lecture by Dr Leroy Little Bear, a well-known Blackfoot scholar, talking about Indigenizing universities and Blackfoot ontologies. In addition, students are asked to read an article about Indigenous student's experience and reflections on science teacher training. This reading is referred to at several points in the course. As well, there is an ongoing discussion within the course about the way and extent to which various concepts covered in the course are rooted in a Western, colonialistic ontology.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? EDI is core to sociology, including the concepts and theories that frame sociological discussion. As such, the course covers a variety of concepts and theories (e.g., privilege, racialized identity, feminist theories, social class, power relations, etc) that directly engage students in questions about EDI.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 2030  
**Course outline form version:** 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> SOC 201                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Course Full Title:</b> Key Ideas in Sociology<br><b>Course Short Title:</b> Key Ideas in Sociology                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Calendar Description:</b><br>Students survey sociological theories and theoretical perspectives from early classical theorists up to those writing in contemporary times. Students review history and critiques of sociological ideas and thought that have shaped the discipline, with particular focus on a decolonizing lens.                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |           | SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| <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>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): 36 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| <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><b>PLAR is available for this course.</b> |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                  | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                      |
| 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="https://www.bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</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> October 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> January 26, 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 a range of sociological concepts and theories.
2. Apply a range of sociological concepts and theories to everyday life.
3. Explain how the application of a sociological concept is consistent with how the original theorist conceived of the concept.
4. Analytically compare sociological theories in terms of relative strengths and weaknesses.
5. Critically evaluate sociological concepts and theories from a decolonized perspective.
6. Explain how different ways of knowing, including Indigenous ways of knowing, shape what we come to know about the social world.

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

|                      |     |                |   |             |     |
|----------------------|-----|----------------|---|-------------|-----|
| Assignments:         | 40% | Quizzes/tests: |   | Final exam: | 30% |
| Holistic assessment: | 30% |                | % |             | %   |

**Details:**

- Mini assignments in which students apply and analyze personal experiences in relation to a sociological concept
- Reflective essays, in which students apply and analyze everyday events regarding sociological concepts and theories

**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             | Mann, D.                                                                                      | Understanding Society: A Survey of Modern Social Theory, 2 <sup>nd</sup> edition                                                                        | 2010 |
| 2. Textbook             | Scott, J.                                                                                     | Sociology: The Key Concepts                                                                                                                             | 2006 |
| 3. Textbook             | Dillon, Michele.                                                                              | Introduction to Sociological Theory: Theorists, Concepts and their Applicability to the Twenty-First Century. 3 <sup>rd</sup> edition. Wiley Blackwell. | 2020 |
| 4. Indigenous knowledge | Brayboy, Bryan M.J. And Emma Maughan.                                                         | "Indigenous Knowledges and the Story of the Bean," Harvard Educational Review Vol. 79 No. 1 Spring                                                      | 2009 |
| 5. OER book             | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                                                                                                         |      |

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

- Contextualizing social theory
- Marx, materialism, and critical theory
- Durkheim, social solidarity and functionalism
- Weber, power and social action
- Bourdieu
- Feminist theorists
- Post-colonialism and race
- Symbolic Interactionism
- Phenomenology and ethnomethodology
- Globalization and postmodernism
- Decolonizing social theory



**Memo for Course Changes**

To: Linda Pardy, CACC Chair

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

Date: September 2023

**Subject: Proposal for revision of Soc 210 Social Problems: Canadian Society, retitled as Social Problems**

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

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

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

2. Rationale for change:

- **Course required review**
- **Title revised to allow for more globally-inclusive content**
- Calendar description shortened and updated
- Learning Outcomes updated to better-reflect current pedagogical and scholarly approach to course materials
- Course resources 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 \(ILOs\)](#): **With the revision of the course title and the calendar description, six new learning outcomes have been set. In accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry).**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This course has been revised to examine contemporary and historical social problems both within and outside of the Canadian Context. This allows the instructor the freedom to address global issues of indigeneity past and present. In the section on suggested topics "Indigenous Issues" is recommended.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed with intentions to create opportunities for students to think critically about how we come to understand and act on social problems, particularly as they are constructed around gender and race. The social constructionist perspective is particularly adept at helping students to understand how we construct categories of difference, and how they can be dismantled.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**

**CWC comment and response:**

- Learning outcome #7 requires revision, possibly to "Use sources appropriate to..." What does this outcome mean, and how is it specific to sociology?  
Have revised this LO. Hopefully it is more easily understood. To clarify how it is sociological: the reference to "social problems" makes it specific to sociology. The course involves examining and analyzing a number of "social problems." This type of course, with this exact same title, exists in a number of universities. It is assumed by sociologists that when you say "social problems," you are involved in sociological analysis of society.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1976  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> SOC 210                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Social Problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department:</b> School of Culture, Media, and Society               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students investigate social problems through a social constructionist and socio-historical framework. Content focuses on the claims-making activities of social actors and groups involved in defining and constructing social problems. Students examine the empirical research on a variety of social problems, such as youth crime, sexuality, drug use, racism, Indigenous issues, and gun control.                                                                                                     |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                        | SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">30</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>45</b></td> </tr> </table> |                                                                        | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| 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> <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> October 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> January 26, 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. Evaluate and critically apply key concepts, theories and methods used to examine social problems.
2. Describe the difference between 'subjective' and 'objectivist' approaches to social problems.
3. Apply a social constructionist perspective to their understanding of contemporary social issues.
4. Analyze social policies that demonstrate the process by which social problems are defined and recognized.
5. Demonstrate an insight into the historical development and current dynamics of selected social issues in and outside Canada, including issues arising in relation to Indigenous/settler relations.
6. Apply research skills that are appropriate to the exploration of Canadian and global social issues.
7. Demonstrate an ability to use library and electronic sources that are appropriate for learning about social problems

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

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

**Details:**

Research proposal (10%), research and reflection paper (30%), group project (10%), presentation (10%)

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

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

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

| Type        | Author or description                                                                         | Title and publication/access details                                                  | Year |
|-------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|
| 1. Textbook | Best, Joel                                                                                    | <i>Social problems</i> , 4th Edition. New York: WW Norton                             | 2020 |
| 2. Textbook | Tepperman, Lorne, Latouch, J. Curtis and R.                                                   | <i>Social Problems: a Canadian Perspective</i> , 5th Edition. Oxford University Press | 2020 |
| 3. Textbook | Kendall, Diana., Nygaard V., and Thompson E.                                                  | <i>Social Problems in a Diverse Society</i> , 4th Canadian Edition                    | 2015 |
| 4. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                                       |      |

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

- Intro to 'society': key characteristics and concepts important for understanding Canadian society and social problems
- Sociological perspectives on social problems
- Introduction to claims-making and the Natural History Model of social problems
- Significant social forces and structural factors that shape social problem construction
- Major social issues and implications for Canada and the globe in the contemporary setting
- Examining policy outcomes of claims-making activities in the Canadian context
- Canada in the global context: comparisons and perspectives

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

From: Chantelle Marlor, Dept Chair, Social, Cultural & Media Studies

Date: September 2023

**Subject: Proposal for revision of Sociology of Women in Canada – retitled as Feminist Perspectives on Community, Work, and Family**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☒ Frequency of course offering
  - ☒ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **Course required review**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **With the revision of the course title and the calendar description, six new learning outcomes have been set. These learning objectives match the re-designed focus of the course. The revised title and calendar description is fitting with SCMSs and SOC's commitment to social justice and inclusion. Course learning outcomes contribute to students' ability to meet ILO 1, 4, 5, and 6.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **A sociological understanding of community, work, and family in Canada is to be taught through a feminist intersectional lens. Integrating Indigenous perspectives on feminism(s) and intersectionality is a consistent theme across the curriculum set for this course. In particular, readings are designed to**

reflect the contributions of Indigenous feminist scholars. Finally, efforts made to understand how ideologies and social structures shape historical and contemporary experiences of community, work, and family assume that students will be confronting Western Eurocentric ways of knowing.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed with the intention to create opportunities for students to think about and mobilize for social justice. Thus, EDI is central to the course curriculum and learning objectives.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc).
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 1995  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> SOC 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Feminist Perspectives on Community, Work, and Family                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Feminist Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students apply a feminist, intersectional lens to understanding people's community, work, and family experiences in Canada. Students examine changing patterns of socialization into community, paid and unpaid work, and family behaviours, differentiated in relation to individuals' gender, sexuality, race, class, Indigeneity, citizenship, and (dis)ability.                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | None. Note: As of January 2025, prerequisites will change to SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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" 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> </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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 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> January 26, 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. To apply core concepts related to feminist, intersectional lenses (e.g. race, feminism, gender, class, Indigeneity, standpoint, social position).
2. Analyze and understand feminisms.
3. Understand how socialization as is a life-long process.
4. Analyze the different meanings of community, work, and family.
5. Describe people's community, work, and family experiences as informed by their social location.
6. Analyze the domains of community, work, and family in Canada as they are unequally shaped by social structural forces (e.g. racism, whiteness, heterosexism, ableism, etc.).

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

|                |     |              |     |             |     |
|----------------|-----|--------------|-----|-------------|-----|
| Quizzes/tests: | 35% | Assignments: | 35% | Final exam: | 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, small group activities, videos, and classroom discussion.

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

| Type        | Author or description                                                                         | Title and publication/access details                    | Year |
|-------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------|------|
| 1. Textbook | Neis, Barbara, Murray, Christina, and Spinks, Nora (eds)                                      | Families, Mobility, and Work                            | 2022 |
| 2. Textbook | Nichols, Leslie                                                                               | Working Women in Canada: An Intersectional Approach     | 2019 |
| 3. Textbook | Anderson, Kim                                                                                 | A Recognition of Being: Reconstructing Native Womanhood | 2016 |
| 4. Other    | Selected articles from academic and popular culture periodicals available through UFV library |                                                         |      |
| 5.          |                                                                                               |                                                         |      |

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

**Course Content and Topics**

- Introduction to feminisms and the use of an intersectional lens
- Definitions of community, work, and family
- Feminist theories used in unpacking and theorizing differences in the experiences of community, work, and family, integrating insights from scholars working in the areas of Indigenous theory, queer theory, critical race theory, and Black and antiracist feminism
- Historical experiences of community, work, and family (given colonization, the period of European Industrialization to 1950s)
- Shifts in ideologies (e.g. gender ideologies) that shape norms and values pertaining to community, work, and family
- Patterns and social structures of inequality in community, work, and family over time (e.g. colonialism, racism, heteropatriarchy, sexism)
- Social change and broader contemporary patterns of community, work, and family life

Overarching themes integrated throughout all topics:

- Difference, inequality, and power



**Memo for Course Changes**

To: Linda Pardy, CACC Chair

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

Date: September 2023

**Subject: Proposal for revision of Soc 254 Writing for Social Sciences**

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

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

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

2. Rationale for change:

- **Course required review**
- **New learning outcomes have been set and new texts added.**
- **With these revisions and in accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry). Communication skills in particular, are encouraged.**
- **Course resources have been 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 \(ILOs\)](#): Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is not required outside of the SOC program.**

4. Which program areas have been consulted about the change(s)? **n/a**

5. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). **This is a writing course in which students write about a topic of their choosing. There is therefore no**

substantive content in the course that would allow the instructor to include Indigenous content. However, because the topics are open, students who choose to write on topics including Indigenous perspectives would be encouraged to do so.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed to encourage students to begin writing “where they are”. In this sense, development of writing is encouraged, rather than a single standard of excellence. This model allows instructors to consider that students may be coming to university from various entry-points, levels of skill and language capacities. This means students may still excel in the course without producing exceptional work. As part of this approach students are encouraged to choose and develop topics that matter to them and that they may already have knowledge of.
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).
8. Estimate of the typical costs for this course, including textbooks and other materials: \$100

**CWC comment and response:**

- What is the purpose of the prerequisite, given the wide variation in the included courses?  
*This is a social sciences writing course that is relevant to students in any social science discipline. What you see is a list of 100-level social science courses (plus History, which has enough similarity to social science writing that this course is also relevant for History students).*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> SOC 254                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Writing for Social Sciences<br><b>Course Short Title:</b> Writing for Social Sciences                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>New and developing students of social sciences will learn to write effectively for various applications. Course content spans from draft idea to finished product and covers a range of writing tasks along the way, such as literature reviews, thesis statements, drafts, organizing arguments, presenting evidence, and documenting sources.                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | One of ANTH 102, CRIM 100, CRIM 104, ECON 100, ECON 101, GDS 100, GEOG 111, GEOG 130, GEOG 140, GEOG 240, GEOG 241, GEOG 242, MACS 110, PSYC 101, PSYC 102, POSC 100, POSC 110, POSC 120, SOC 101, or any 100- or 200-level HIST course.                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>27</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>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>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| 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> ( <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> October 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> January 26, 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 and discuss the main components of various forms of written communication in the social sciences.
2. Summarize and paraphrase scholarly literature in the social sciences.
3. Analyze and critique scholarly arguments and produce a literature review.
4. Generate succinct research questions.
5. Develop strong, logical links between evidence and argument, including responses to counter-arguments.
6. Demonstrate an iterative process of revision to refine arguments and effectively present them.
7. Use correct formatting details in various applications (e.g. citation, bibliographies).
8. Contextualize this style of writing in relation to other forms of writing, including more Indigenized forms of writing.
9. Appropriately use writing conventions in social sciences.

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

|              |     |                |     |  |   |
|--------------|-----|----------------|-----|--|---|
| Assignments: | 80% | Quizzes/tests: | 20% |  | % |
|              | %   |                | %   |  | % |

**Details:**

Online/in-class participation, citation assignment, project proposal and annotated bibliography, draft research paper, final paper, peer review, research paper, paper presentation.

**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, discussion, examples, and 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 | Redman, Peter & Wendy Maples.                                                                 | <i>Good Essay Writing: A Social Sciences Guide</i> . London: Sage Publications.                                           | 2017 |
| 2. Textbook | Northey, Margot, Lorne Tepperman, and Patrizia Albanese.                                      | <i>Making Sense: A Student's Guide to Research and Writing in Social Sciences</i> , 9th edition. Oxford University Press. | 2019 |
| 3. Textbook | Johnson, Jr., William, Richard P. Rettig, Gregory M. Scott, Stephen M. Garrison.              | <i>The Sociology Student Writer's Manual</i> , 7th edition. Toronto: Pearson Canada.                                      | 2016 |
| 4. Textbook | Turabian, Kate                                                                                | <i>Student's guide to writing college papers</i> . University of Chicago Press.                                           | 2019 |
| 5. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                                                                           |      |

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

**Course Content and Topics**

- Getting the pen moving: idea generation
- How to summarize, synthesize, and avoid plagiarism
- The literature review: being a critical reader and states of knowledge
- Research questions, thesis statements and hypotheses
- In class exam: summarize and synthesize
- Structure and organization: evidence and its presentation
- Draft research paper peer review
- Media Analysis: writing practice
- On writing well
- Contextualizing this genre of writing to other genres, including more Indigenized genres
- Presentation how to and final paper peer review
- Presentations and peer review

**Memo for Course Changes**

To: Linda Parady and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, SCMS

Date: September 2023

**Subject: Proposal for revision of SOC 265 Social Inequality**

*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 changes to the course description better reflects the course content.
- The deletion of SOC 101 as a prerequisite reflects that students take a variety of pathways to this course. Instead, students now only need to have 9 university-level credits to enter the course.
- The revisions to the learning outcomes and course content make it explicit that this course includes attention to how marginalized groups are disproportionately impacted by inequality and consequently societal efforts to address the causes and consequences of inequality. While not required in the description of changes, the assignments encourage students to use their own intersectional lenses to apply the theories and concepts in the course.
- The change to the text reflects an update and an attention to explicitly addressing the forms of inequality experienced by Indigenous peoples and other marginalized groups with each chapter discussing survival capital in relation to these groups.

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

- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of inequality explores the experiences of marginalized groups in ways that centre concepts such as structural and relational power.
  - SOC 265 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Explain sociological theories that inform the roots, persistence, and consequences of social inequality (ILO- demonstrate information competency, ILO- communicate effectively); 2) Critique sociological concepts related to inequality and stratification (ILO- analyze critically and imaginatively); 3) Discuss how social inequality is understood and responded to in different socio-cultural contexts (ILO- analyze critically and imaginatively, ILO- contribute regionally and globally); 4) Apply sociological research, concepts, and theories in relation to social inequality to case study material (ILO- use knowledge and skills proficiently, ILO-engage in respectful professional practices; ILO- pursue self-motivated and self-reflective learning); 5) Explain how social inequality is shaped by relational and structural forces (ILO- initiate inquiry and develop solutions to problems).
  - Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
  - The revised learning outcomes for Soc 265 makes explicit the requirement the students understand how individual agency is shaped by relational and systemic forces.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
    - This course is not required for other programs.
  5. Which program areas have been consulted about the change(s)?
    - N/A
  6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
    - SOC 265 frames the course content with explicit connections to how colonialization and other historical and contemporary forces shape experiences of inequality.
    - SOC 265 requires students to reflect on the intersectional nature of their identities as they explore the course content and as students complete their assignments and sit their exams. This course requires an integration of critical thinking with oral and written skills.
    - Students will read about and discuss how inequality impacts Indigenous peoples and how individual, organizational and governmental forces shape resistance and reconciliation efforts.

- The course examines how inequality is understood in a Canadian and global context by examining relevant policy documents.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course has timed exams; however, there is flexibility in how, where and in what format the exams are completed.
  - The textbook is available in a variety of formats.
  - Course assignments can be modified for students who need accommodations.
  - The course assignments provide a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.
  - The course revisions include an emphasis on content attending to the experiences of women, ethnic and racial minorities, Indigenous peoples, disabled individuals among others. Students should be able to see themselves and others in the course material.
  - The readings and topics covered in the course covers require students to employ a critical lens to examine how inequality is constructed, understood and addressed through engaging with individual decisions and social forces . Students will think critically about how these constructions are culturally and historically specific and connected to political, economic and social forces in a global context.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
- There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- Less than \$100.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2011  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> SOC 265                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Social Inequality<br><b>Course Short Title:</b> Social Inequality                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Covers the various forms, origins, persistence, and consequences of inequality as well as strategies of resistance. Students discuss theories and empirical research related to inequalities and social stratification.                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 9 university-level credits or SOC 101. Note: As of January 2025, prerequisites will change to 9 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>SOC 299H</b><br>Cross-listed with:<br>Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                    |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <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 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="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</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> October 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> January 26, 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 sociological theories that inform the roots, persistence, and consequences of social inequality.
2. Critique sociological concepts and theories related to inequality and stratification.
3. Discuss how social inequality is understood and responded to in different socio-cultural contexts.
4. Explain how social inequality is shaped by relational and structural forces.
5. Describe the sociological research, concepts, and theories in relation to social inequality in case study material.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Assignments: | 40% | Quizzes/tests: | 30% | Final exam: | 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.)*

**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 | Ball, Jennifer and Temperman, Lorne                                                           | The Stacked Deck: An introduction to social inequality | 2021 |
| 2. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                        |      |
| 3.          |                                                                                               |                                                        |      |
| 4.          |                                                                                               |                                                        |      |

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

- Theories of social inequality
- Vulnerable populations
- Employment inequality
- Access to childcare
- Access to housing
- Access to transportation
- Food in/security
- Access to healthcare
- Inequality in our legal systems
- Access to social services
- Media representations and inequality
- Inequality in Canada through a global lens

**Memo for Course Changes**

To: Linda Pardy and College of Arts Curriculum Committee Members

From: Chantelle Marlor, Director, SCMS

Date: October 2023

**Subject: Proposal for revision of SOC 275 Sociology of Death and Dying**

*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 changes to the course description better reflects the course content.
- The change of prerequisites reflects that students take a variety of pathways to this course. Students are now only required to have taken 9 university-lev
- The change to the textbook reflects the newest edition available.
- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. While not required in the description of changes, the assignments encourage students to use their own intersectional lenses to apply the theories and concepts 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 \(ILOs\)](#):

- The revised learning outcomes better follow UFV's rules for how learning outcomes should be written. They also clarify that the discussion of death and dying emphasizes historical and cultural specificity.
- SOC 275 LOs align with each of UFV's institutional learning outcomes for students in the following ways: 1) Explain sociological understandings of death and dying (ILO- demonstrate information competency, ILO- communicate effectively); 2) Illustrate how experiences of dying and death are culturally and historically specific (ILO- analyze critically and imaginatively, ILO-

- contribute regionally and globally); 3) Critique the role played by various agents of socialization and social institutions in the social, political, economic, and cultural engagement with dying and death (ILO- analyze critically and imaginatively; ILO- initiate inquiry and develop solutions to problems); 4) Apply theories and ideas connected to the sociological study of dying and death to practical examples (ILO- use knowledge and skills proficiently, ILO-engage in respectful professional practices, ILO- pursue self-motivated and self-reflective learning).
- Sociology as a discipline develops students' capacity to understand their and others' particular experiences within a broader set of experiences and identities. This foundational objective is instrumental to students' ability to connect their political, personal, and professional selves through the application of their theoretical knowledge and self-reflective practices. The Sociology program and courses highlight the importance of and consequently focuses its program and course content on multi-method approaches to social research; critical thinking skills; effective oral and written communication skills; media literacy; an understanding of power, difference and inclusion; globalization; intersectionality; Indigenization; and, social justice.
  - The revised learning outcomes for SOC 275 make explicit the requirement that students understand how intersectionality informs understandings of dying and death.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
- This course is not required for other programs.
5. Which program areas have been consulted about the change(s)?
- N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
- SOC 275 frames the course content, through the textbook and other means, with explicit connections to how colonialization impacted practices and rituals associated with dying and death.
  - SOC 275 requires students to reflect on the intersectional nature of their identities as they explore the course content and as students complete their assignments and sit their exams. This course requires an integration of critically thinking with oral and written skills.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?
- The course has timed exams; however, there is flexibility in how, where and in what format the exams are completed.
  - The textbook is available in a variety of formats.
  - Course assignments can be modified for students who need accommodations.

- The portfolio/learning contract assignments provide a canvas for students to explore topics/concepts of their choosing and relate them to their own lives/experiences/identities.
  - The course specifically and repeatedly connects the importance of understanding how place and identity impact experiences of dying and death supporting their ability to see themselves in the course content.
  - The readings and topics covered in the course require students to employ a critical lens to examine how constructions of death and dying are shaped by culture, class, gender, social processes, and societal structures. Students will think critically about how these constructions are culturally and historically specific and fluid through political, economic and social forces in a global context.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.)
- There are not special considerations for this course.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):
- Less than \$100.



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2014  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> SOC 275                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Sociology of Death and Dying<br><b>Course Short Title:</b> Sociology of Death & Dying                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Covers the social construction of death and dying as it occurs through various agents of socialization such as families, religious institutions, schools, and peer groups, as well as other social, economic, and political organizations such as the funeral industry, health care systems, and political bodies.                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | 9 university-level credits or SOC 101. Note: As of January 2025, prerequisites will change to 9 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>SOC 299I</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>Every three years</b><br>Maximum enrolment (for information only): <b>36</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">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: right;"><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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> October 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**SOC 275**
**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 sociological understandings of death and dying.
2. Illustrate how experiences of dying and death are culturally and historically constructed.
3. Critique the role played by various agents of socialization and social institutions in the social, political, economic, and cultural engagement with dying and death.
4. Apply theories and ideas connected to the sociological study of dying and death to practical examples.

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

|              |     |                |     |             |     |
|--------------|-----|----------------|-----|-------------|-----|
| Portfolio:   | 35% | Quizzes/tests: | 25% | Final exam: | 30% |
| Assignments: | 10% |                | %   |             | %   |

**Details:**
**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**
**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*
**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 | Ashenburg, K                                                                                  | The Mourner's Dance: What we do when people die. Toronto: Vintage Canada. | 2009 |
| 2. Textbook | Northcott, H. & Wilson, D.                                                                    | Dying and Death in Canada. Fourth Edition. Toronto: Broadview Press       | 2022 |
| 3. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                           |      |
| 4.          |                                                                                               |                                                                           |      |
| 5.          |                                                                                               |                                                                           |      |

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

- Historical context of dying and death
- Contemporary context of dying and death
- Social Constructions of dying and death
- Cultural constructions of dying and death
- Framing individual experiences on dying and death
- The death industry and the "greening" of death and dying
- How long and how loud: The rules of grieving
- "Gendering" dying and death
- Shared experiences, identifiable differences
- Social constructions of "moving on"
- Media representations of death and dying

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

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

Date: October 2023

**Subject: SOC 330: Culture and 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:

- Required course review
- Updated calendar description to suit current trends in the field and format of course descriptions
- Course to become part of regular two-year rotation, so frequency of offering increased
- Learning outcomes updated to reflect current format for Learning Outcomes

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

Changes to the Learning Outcomes largely just reflect the more preferred format of LOs, not a substantive change in the course.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? This course is not required outside of the SOC program.
5. Which program areas have been consulted about the change(s)? n/a
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or

other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course is explicitly designed to explore how culture informs the way we think about the world. Integral to this is an examination of how our senses, perceptions, memories, and reasoning processes are often shaped by our colonial past and what this means in relation to how we think today. It also explores non-Western ways of organizing thought. To do so, Indigenous and non-Western scholars, as well as research conducted outside of North America, are central to the content and structuring of this course.

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

This course supports principles of EDI by encouraging students to think in new ways, exploring how culture shapes the way they themselves and others think. In other words, key to this course is developing an understanding of different ways of experiencing, seeing, and thinking about the world. This is a critical aspect of EDI.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**





**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2010  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> SOC 330                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Culture and Cognition                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Culture & Cognition                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students draw on a variety of perspectives and explore ways in which attention, perception, classification, memory, reasoning, and meaning are shaped by culture. Examples are drawn from a broad spectrum of social life.                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 university-level credits including 6 credits of ANTH, PHIL, PSYC, or SOC.                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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;">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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**SOC 330**
**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 how beliefs, norms, values, and practices are simultaneously cultural and cognitive.
2. Analyze how embodied processes and social contexts, including colonial contexts, shape what we come to know and how we think.
3. Explain how attention, perception, classification, memory, and reasoning are shaped by social factors.
4. Demonstrate how theories explain the relationship between culture and cognition.
5. Assess ways in which these theories are, themselves, a product of a particular culture and how they could potentially differ.
6. Explain how individual's actions are shaped by culture.
7. Apply a variety of concepts and theories from the course to your own experiences and thought processes.

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

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

**Details:**

Short written analysis 1 (20%), short written analysis 2 (20%), reading report (15%), discussion leader report (15%), deconstruction of own thought processes analysis report (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.)*

Lectures and discussion.

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

| Type        | Author or description                                                                         | Title and publication/access details                                     | Year |
|-------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------|
| 1. Textbook | Cerulo, Karen (ed.)                                                                           | Culture in Mind: Toward a Sociology of Culture and Cognition (Routledge) | 2002 |
| 2. Textbook | Berkhus, Wayne H.                                                                             | Culture and Cognition: Patterns in the Social Construction of Reality    | 2015 |
| 3. Textbook | Brekhus, Wayne H and Gabe Ignatow (eds.)                                                      | Oxford Handbook of Cognitive Sociology                                   | 2019 |
| 4. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                          |      |

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

- What is culture? What is cognition?
- Social and cultural aspects of attention, perception, classification, memory, and reasoning
- Lumping and splitting –how we classify and how this shapes what we come to experience and know
- The importance of social facts and inter-subjectivity in terms of how we understand the world
- Metaphors, schemas, cultural models, and other theories that explain mental ordering
- The relationship between practices, actions and thought
- Using an Indigenizing and decolonizing lens to explore cognition

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

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

Date: September 2023

**Subject: Proposal for revision of SOC 335: Gender Relations and Social Issues – retitled as Gender and Gender Relations**

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

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

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

2. Rationale for change: **Course required review**

- The title of the course was changed to better reflect the current scholarship.
- The calendar description was improved upon to reflect the current scholarship.
- Prerequisite changed to include specifically 3 credits of Soc 101 because students first learn to think about gender sociologically in this course. Another 3 credit course in sociology is included as a prerequisite so students are familiar with key concepts and theories in advance of Soc 335.
- Revisions to learning outcomes and texts and key topics made to reflect the diversity of approaches to teaching about gender in sociology.

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 \(ILOs\)](#): **With the revision of the course title and the calendar description, five new learning outcomes have been set. These learning objectives match the re-designed focus of the course. The revised title and calendar description is fitting with SCMSs and SOC's commitment to social justice and inclusion.**

| Course Learning Outcomes                                                                                                                | Institutional Learning Outcomes       |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 1. Understand the concepts of sex, gender, gender identity, gender expression, gender ideology                                          | Demonstrate information competency    |
| 2. To interrogate or “queer” taken-for-granted ideas about gender                                                                       | Analyze critically and imaginatively  |
| 3. To understand how gender interacts with race, Indigeneity, class, sexuality, disability, and citizenship                             | Demonstrate information competency    |
| 4. To identify the major patterns of gender hierarchies in historical and cross-cultural perspective                                    | Analyze critically and imaginatively  |
| 5. To analyze how individual experiences are shaped by gender ideologies, e.g. heteropatriarchy, heteronormativity, and homonormativity | 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? **This course is not required outside of the SOC program.**
5. Which program areas have been consulted about the change(s)? **n/a**
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).
7. **A sociological understanding of gender will be taught by integrating Indigenous perspectives. Readings authored by Indigenous scholars will be complemented by the use of podcasts and talk-radio programs that showcase Indigenous voices about gender (e.g. the “Exploring Indigenous Sexuality and Gender” Ideas with Nahlah Ayed CBC Radio One Toronto) and reflect the perspectives of 2-spirited individuals. Note that Indigenous perspectives are included in the course’s overarching commitment to intersectional theory.**

8. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **The course is designed with the intention to create opportunities for students to think about and mobilize for social justice for all humans regardless of their gender or sexuality. Thus, EDI is central to the course curriculum and learning objectives.**
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.
10. Estimate of the typical costs for this course, including textbooks and other materials: **\$100**



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> SOC 335                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Gender and Gender Relations<br><b>Course Short Title:</b> Gender & Gender Relations                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore sociological experience and construction of gender, including gender identity and expressions, as well as broader social structures such as gender institutions and ideologies. Students focus on how gender interacts with other factors such as race and class, and critically engage with gender binary and gender spectrum concepts.                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                 |           | 45 credits including 6 credits of SOC. Note: As of January 2025, prerequisites will change to 45 credits including SOC 101 and 3 additional credits of SOC.                                                                                                                                                                                                                                                                                                                               |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>SA 335</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>25</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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

**SOC 335**
**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 concepts of sex, gender, gender identity, gender expression, and gender ideology.
2. Interrogate taken-for-granted ideas about gender.
3. Identify the major patterns of gender hierarchies in historical and cross-cultural perspectives.
4. Analyze how individual experiences are shaped by gender ideologies, e.g. heteropatriarchy, heteronormativity, and homonormativity.

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

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

**Details:**

Participation: 10%

Preparation: 20% (in-class summarization and reflection assignments for readings; group discussion leader; etc.)

Written assignments and/or presentations: 40%.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**
**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Combination of seminar, class discussion, video, in-class activities, assignments, and mini-lectures. A high level of student preparation and participation is expected.

**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        | Siltanen, J. & Doucent, A.                                      | Gender Relations in Canada: Intersectionalities and Social Change (2 <sup>nd</sup> edition)                               | 2017 |
| 2. Other           | Journal articles retrievable via UFV Library                    | e.g. Special Issue of Australian Feminist Studies (2020): Gender & Indigeneity                                            | 2020 |
| 3. Online resource | Select excerpts/chapters from e-books available via UFV Library | e.g. Connell, RW (1987) Gender and Power Society: The Person and Sexual Politics. Stanford, CA. Stanford University Press | 1987 |
| 4. Online resource | Select excerpts/chapters from e-books available via UFV Library | e.g. Risman, BJ (1998) Gender Vertigo: American Families in Transition. New Haven: Yale University Press                  | 1998 |

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

- Introduction to social constructions of sex, gender, and sexuality explaining gender difference.
- Regimes, systems, structures
- Social, historical context, and change
- Breaking the binary: Queer Theory
- Intersectionality Theory
- Regulating gendered lives
- Resisting gender ideologies
- Creating gender and doing gender

Overarching themes integrated throughout all topics:

- Resistance to heteronormativity and heteropatriarchy
- Embracement of lived experience

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

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

Date: September 2023

**Subject: Proposal for revision of SOC 255/MACS Introduction to Social Research**

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

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

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

2. Rationale for change:

- Course required review
- Calendar description has been abbreviated
- New learning outcomes have been set, to better-reflect contemporary scholarship and the formatting of LOs
- Course resources have been updated.
- **The decrosslisting with ANTH is at the request of the ANTH program members. The ANTH program has recently included a new course, ANTH 202: Ethnographic Toolkit, which now serves as the 2<sup>nd</sup> year ANTH methods courses. This course was specifically designed to replace the need for SOC 255.**

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 \(ILOs\)](#): **New learning outcomes have been set. With these revisions and in accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry). Communication skills in particular are encouraged. Course LOs contribute to ability to meet ILOS 1, 2, 3, 4 and 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 is not required outside of the SOC program.**



5. Which program areas have been consulted about the change(s)? n/a
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). This is a methods course that covers a survey of topics for a student new to social science methods. Recent approaches to methodology recognize that marginalized populations, including racialized and Indigenous ones, face unique challenges in the research process. The learning outcomes for this course now include a point encouraging the instructor to emphasize this in course materials.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The course is designed with intentions to create opportunities for students to think critically about the methods we use to understand and act on social problems, particularly as they are constructed around gender and race. Instructors are also encouraged to adopt decolonizing methodologies and to address how research has not benefitted marginalized groups in the past.
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.
9. Estimate of the typical costs for this course, including textbooks and other materials: \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> SOC 255                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Introduction to Social Research<br><b>Course Short Title:</b> Intro to Social Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students examine methods, techniques, and concepts used in quantitative sociological analysis. Using computer software and real-world data, students develop practical research skills in quantitative data analysis and critical thinking skills appropriate for evaluating others' use of these methods. Students take a hands-on approach to learning.<br><br>Note: This course is offered as <b>SOC 255</b> and <b>MACS 255</b> . Students may take only one of these for credit.<br>Note: Students with credit for <b>ANTH 255</b> cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | One of ANTH 102, MACS 110, or SOC 101.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <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: <b>SCMS 255</b><br>Cross-listed with: <b>MACS 255</b><br>Equivalent course(s): <b>ANTH 255, MACS 255</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>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</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>45</b></td> </tr> </table>                                                                                                         | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 30 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |
| 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>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> October 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> January 26, 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. Distinguish basic quantitative and qualitative research techniques.
2. Demonstrate the basic logic underlying applied social research.
3. Review published research.
4. Work through research problems.
5. Evaluate ethical dilemmas in research.
6. Practice basic social science research skills.
7. Explain how Indigenous and racialized populations face unique challenges in the research process.

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

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

**Details:**

Research proposal (15%)

Final paper (35%)

Presentation (5%)

**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 | Bell, Edward, Alan Bryman, and Steven Kleinknecht                                             | Research Decisions: Quantitative and Qualitative Perspectives, 4 <sup>th</sup> Edition | 2022 |
| 2. Textbook | Babbie, Earl                                                                                  | Fundamentals of Social Research, 5 <sup>th</sup> Edition., Nelson Cengage.             | 2020 |
| 3. Textbook | Kenneavy, Kristin, Catherine Harnois, Maxine Atkinson, and Kathleen Korgen                    | Social Research Methods: Sociology in Action                                           | 2023 |
| 4. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                                        |      |
| 5.          |                                                                                               |                                                                                        |      |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*
**Course Content and Topics**
**Foundations of Social Research:**

- The basics: how do we know?
- Process and design
- Operationalizing variables
- Ethics in social research
- Probability sampling and non-probability sampling
- Quantitative research
- Qualitative research
- Surveys and interviews
- Interactive methods: questions/strategy and process
- Observation and ethnography
- Content analysis, unobtrusive and archival methods



ORIGINAL COURSE IMPLEMENTATION DATE: September 1993  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> MACS 255                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                |
| <b>Course Full Title:</b> Introduction to Social Research<br><b>Course Short Title:</b> Intro to Social Research                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                              |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>SOC 255</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                       |
| <b>Calendar Description:</b><br>Students examine methods, techniques, and concepts used in quantitative sociological analysis. Using computer software and real-world data, students develop practical research skills in quantitative data analysis and critical thinking skills appropriate for evaluating others' use of these methods. Students take a hands-on approach to learning.<br><br>Note: This course is offered as <b>SOC 255</b> and <b>MACS 255</b> . Students may take only one of these for credit.<br>Note: Students with credit for <b>ANTH 255</b> cannot take this course for further credit. |                                                                                                                                                                                                                                       |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | One of ANTH 102, MACS 110, or SOC 101.                                                                                                                                                                                                |
| <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>SCMS 255</b><br>Cross-listed with: <b>SOC 255</b><br>Equivalent course(s): <b>ANTH 255, SOC 255</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>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> October 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> January 26, 2024                                                                                                                                                                                              |

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

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

Date: Oct 2023

**Subject: Proposal for revision of Soc/MACS 355 Quantitative Research Methods**

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

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

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

2. Rationale for change:

- **Course required review**
- **Removal of STATS course pre-req:** The trend across Canada is to reduce the number of required courses for Sociology programs. This includes reductions in the methods requirements. STATS is one of the courses we have been considering for removal for a while. The current trend is to reduce the number of quantitative-oriented methods courses to two or less. In fact, this trend is so strong that it is difficult to even find a Canadian textbook that exclusively covers quantitative methods (most cover a combination of qualitative and quantitative). While we do not want to eliminate our quantitative methods content entirely, we have decided to streamline this. For this reason, we are keeping this 3rd year quantitative methods course, but dropping the lower-level STATS requirement. It means we needed to make this course more robust, in some regards, and simplify it in others, to make it something students could successfully complete without the STATS pre-requisite. This change makes us more consistent with other Canadian sociology programs and is included in our SOCIOLOGY program changes that are also being submitted. This change is made so as to hopefully help increase our program enrolments as well as the enrolments in this course.
- **Calendar description and Learning Outcomes revised to be consistent with currently-preferred formatting approach**

- The decrosslisting with ANTH is at the request of the ANTH program members. The ANTH program has recently included a new course, ANTH 202: Ethnographic Toolkit, which now serves as the 2<sup>nd</sup> year ANTH methods courses. This course was specifically designed to replace the need for SOC 255. SOC 355 is still accepted as part of the SOC/ANTH Major program requirements, but the cross-list is being removed because the ANTH program members want to make it clearer to students that this course (SOC/MACS 355) is not an ANTH course.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):  

The Learning Outcomes have been more fully developed to reflect what is actually covered in the course. The previous Learning Outcomes were written in a time prior to the present context in which Learning Outcomes are considered to be a key aspect of course delivery.

As mentioned, this course no longer has a statistics courses as a pre-requisite. Oddly enough, this change does not impact the Learning Outcomes. Instead, we are still trying to achieve the same thing through this course. However, how this is achieved will have to be orchestrated slightly differently now by the instructor. (In other words, the difference will show up in terms of the emphasis within content and the pedagogical approach, rather than specific learning outcomes).
  4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is cross listed with MACS 355.**
  5. Which program areas have been consulted about the change(s)? **MACS**
  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 has been revised to align with best practices in quantitative research. Included in the revisions is a contextualizing discussion around the cultural assumptions embedded within a statistical approach, which is contrasted to other ways of knowing.**
  7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **The course is designed with intentions to create opportunities for students to think critically about designing and conducting quantitative research. It also allows for students to explore sociological and MACS-related data sets, many of which can be explored through an EDI lens. Students will also be encouraged to ask research questions that support EDI. As such, the students will be able to see for themselves how and where social inequalities exist.**
  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: **\$0-\$100**

**CWC comments and responses:**

- Economics, Mathematics and Statistics, and Psychology should also be consulted regarding the prerequisite change.
  - Response from Mathematics and Statistics: *This change is consistent with the removal of the STAT requirement from the program. I have expressed my concerns regarding the program change in our previous conversation.*
  - Response from Economics: *I do not have any concern with this change.*
  - Response from Psychology: *Psychology is okay with this change. I had a look at our numbers and I don't think that our program will be impacted by the change.*
- Learning outcome #1: “understand” should be changed to a more measurable/observable verb. *See attachment.*
- Learning outcome #6: suggest deleting this outcome.  
*We want to keep this outcome. It is important that students gain experience using computer software for this purpose and we want to ensure this happens. If it is not on the official course outline, it is possible we will have an instructor who does not provide this.*
- Learning outcome #7: suggest deleting “effectively read and”.  
*We want to keep this, as is. Many people claim to read materials that contain reports of quantitative data. However, what they actually do is skip over reading the numerical aspects. The words “effectively reading” are therefore important. Moreover, “effectively read” is not necessarily implied by the following verb, “critique”, as critiques can be in relation to other aspects of social science literature reporting quantitative data. We are looking for students to have both numerical as well as methodological literacy.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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: SOC 355                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Number of Credits: 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Quantitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title: Quantitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Department: School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine methods, techniques, and concepts used in quantitative sociological analysis. Using computer software and real-world data, students develop practical research skills in quantitative data analysis and critical thinking skills appropriate for evaluating others' use of these methods. Students take a hands-on approach to learning.<br><br>Note: This course is offered as <b>SOC 355</b> and <b>MACS 355</b> . Students may take only one of these for credit.<br>Note: Students with credit for <b>ANTH 355</b> cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | MACS 255/SOC 255.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| 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: <b>SCMS 355</b><br>Cross-listed with: <b>MACS 355</b><br>Equivalent course(s): <b>ANTH 355, MACS 355</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>24</b> |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td>Supervised laboratory hours (computer 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>60</b></td> </tr> </table>                                                                                                                                                                                                                                                       |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 45 | Supervised laboratory hours (computer lab) | 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        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 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 <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>                                                                                                                                                                                                                                                 |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: October 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                                            |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: January 26, 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. Pose a research question and know how to frame this question in terms of current research and theorizing.
2. Critically contextualize quantitative methods in relation to other ways of knowing, particularly Indigenous ways of knowing.
3. Analyze data sets to answer a research question.
4. Apply basic descriptive and inferential statistical techniques.
5. Import and manage a data set organizing the data, including supporting documentation (codebooks, source questionnaires).
6. Use computer software to analyze data sets.
7. Effectively read and critique social science literature that employs quantitative data.

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

|          |     |              |     |                |     |
|----------|-----|--------------|-----|----------------|-----|
| Project: | 30% | Assignments: | 40% | Quizzes/tests: | 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.)*

Lecture, seminar discussions, computer 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 | Noack, Andrea                                                                                 | Social Statistics in Action: A Canadian Introduction | 2018 |
| 2. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                      |      |
| 3.          |                                                                                               |                                                      |      |
| 4.          |                                                                                               |                                                      |      |
| 5.          |                                                                                               |                                                      |      |

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

Students will need a basic hand-held scientific calculator.

**Course Content and Topics**

- Deductive research: ideas, questions, and ethics
- Research design: measurement.
- Causal modeling
- Questionnaire design
- Sampling
- Univariate analysis
- Bivariate analysis
- Multivariate analysis



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> MACS 355                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                        |
| <b>Course Full Title:</b> Quantitative Research Methods<br><b>Course Short Title:</b> Quantitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                      |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>SOC 355</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                               |
| <b>Calendar Description:</b><br>Students examine methods, techniques, and concepts used in quantitative sociological analysis. Using computer software and real-world data, students develop practical research skills in quantitative data analysis and critical thinking skills appropriate for evaluating others' use of these methods. Students take a hands-on approach to learning.<br><br>Note: This course is offered as <b>SOC 355</b> and <b>MACS 355</b> . Students may take only one of these for credit.<br>Note: Students with credit for <b>ANTH 355</b> cannot take this course for further credit. |                                                                                                                                                                                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | MACS 255/SOC 255.                                                                                                                                                                                                                                             |
| <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>SCMS 355</b><br>Cross-listed with: <b>SOC 355</b><br>Equivalent course(s): <b>ANTH 355, SOC 355</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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<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> October 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> January 26, 2024                                                                                                                                                                                                                      |

**Memo for Course Changes**

To: Linda Pardy, CACC Chair

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

Date: Oct 2023

**Subject: Proposal for revision of Soc/MACS 356 Qualitative Research Methods**

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

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

- ☒ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ X 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: De-crosslisting with ANTH

2. Rationale for change:

- Course required review
- Calendar description has been updated and abbreviated
- Learning Outcomes have been updated to reflect current pedagogical practices
- Course resources have been updated
- The decrosslisting with ANTH is at the request of the ANTH program members. The ANTH program has recently included a new course, ANTH 202: Ethnographic Toolkit, which now serves as the 2<sup>nd</sup> year ANTH methods courses. This course was specifically designed to replace the need for SOC 255. SOC 356 is still accepted as part of the SOC/ANTH Major program requirements, but the cross-list is being removed because the ANTH program members want to make it clearer to students that this course (SOC/MACS 356) is relevant to ANTH but it is not an ANTH course (even though it is one option for the third-year methods requirement in the SOC/ANTH Major).

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): With the revision of the calendar description, five new learning outcomes have been set. In accordance with the ILOs, these new outcomes are intended to encourage critical thinking, reflection, problem solving and research skills (inquiry).

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This course is cross listed with MACS 356.**
5. Which program areas have been consulted about the change(s)? **MACS**
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 has been revised to align with best practices in qualitative research. Included in the revisions is a section on “indigenous methodologies”.**
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **The course is designed with intentions to create opportunities for students to think critically about designing and conducting qualitative research. In doing so, students will be introduced to a variety of qualitative approaches and their theoretical underpinnings, all of which will facilitate students in researching, understanding, and potentially addressing contemporary social problems. Furthermore, qualitative research is particularly well suited to study issues pertaining to equity, diversity, and inclusion; by providing students a strong foundation in qualitative methodology, they will be better able to understand and address “wicked” social problems and the power relations that organize them.**
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: **\$0-\$100**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> SOC 356                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Qualitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Course Short Title:</b> Qualitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students examine methods used in the collection and analysis of qualitative data. Topics may include interviews, ethnographic research, archival research, textual analysis, sociological theory, and research ethics.<br><br>Note: This course is offered as SOC 356 and MACS 356. Students may take only one of these for credit.<br><br>Note: Students with credit for ANTH 356 cannot take this course for further credit.                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 45 credits including MACS 255/SOC 255.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |
| <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: <b>SCMS 356</b><br>Cross-listed with: <b>MACS 356</b><br>Equivalent course(s): <b>MACS 356, ANTH 356</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><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> (See <a href="#">bctransferguide.ca</a> .)<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> October 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> January 26, 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 a variety of qualitative research methodologies and methods.
2. Explain the philosophical and theoretical underpinnings of qualitative research.
3. Evaluate qualitative research in relation to current best practices for decolonizing and Indigenizing methodologies.
4. Conduct a literature review for the development of a qualitative study.
5. Design a qualitative research study addressing both scientific merit and ethical considerations.
6. Analyze qualitative data in a systematic manner based on appropriate qualitative methodology.

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

|              |      |                |   |   |
|--------------|------|----------------|---|---|
| Assignments: | 100% | Quizzes/tests: | % | % |
|              | %    |                | % | % |

**Details:**

Research proposal: Pass/fail  
 Literature review: 20%  
 Data collection: 20%  
 Preliminary analysis: 25%  
 Final research paper: 35%

**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 seminar.

**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 | Emerson, R.M., Fretz, R.I., Shaw, L.L.                                                        | Writing Ethnographic Fieldnotes Second Edition<br>Chicago: University of Chicago Press             | 2011 |
| 2. Textbook | Taylor, J.J., Bogdan, R, DeVault M.                                                           | Introduction to qualitative research methods: A guidebook and resource                             | 2015 |
| 3. Textbook | Creswell, J.                                                                                  | Qualitative Research and Research Design: Choosing among five approaches (4 <sup>th</sup> edition) | 2017 |
| 4. OER book | Selected articles from academic and popular culture periodicals available through UFV Library |                                                                                                    |      |
| 5.          |                                                                                               |                                                                                                    |      |

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

NVivo, HyperResearch

**Course Content and Topics**

- Introduction to qualitative research
- Common elements of the research process
- Validity in qualitative research
- Research ethics
- Participant observations
- Qualitative interviewing
- Research design (qualitative description design, phenomenology, grounded theory, institutional ethnography, discourse analysis, participatory, visual and arts-based methods, Indigenous methodologies)
- Data analysis
- The role of the researcher and reflexivity
- Representation in qualitative research



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> MACS 356                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                        |
| <b>Course Full Title:</b> Qualitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               |
| <b>Course Short Title:</b> Qualitative Research Methods                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                               |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Department:</b> School of Culture, Media, and Society                                                                                                                                                                                                      |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>SOC 356</b> for the official course outline.                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                               |
| <b>Calendar Description:</b><br>Students examine methods used in the collection and analysis of qualitative data. Topics may include interviews, ethnographic research, archival research, textual analysis, sociological theory, and research ethics.<br><br>Note: This course is offered as SOC 356 and MACS 356. Students may take only one of these for credit.<br><br>Note: Students with credit for ANTH 356 cannot take this course for further credit. |                                                                                                                                                                                                                                                               |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | 45 credits including MACS 255/SOC 255.                                                                                                                                                                                                                        |
| <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>SCMS 356</b><br>Cross-listed with: <b>SOC 356</b><br>Equivalent course(s): <b>SOC 356, ANTH 356</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>Transfer Credit</b> (See <a href="http://bctransferguide.ca">bctransferguide.ca</a> .)<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> October 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> January 26, 2024                                                                                                                                                                                                                      |

**Memo for Program Changes**

To: UEC/ CACC

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

Date: September 21, 2023

**Subject: Program change Sociology Major and Extended Minor**

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

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

2. Rationale for change(s):

**Removal of statistics course requirement (STATS 104, 106 or PSYCH 110) from both the SOC Major and Extended Minor:** The trend across Canada is to reduce the number of required courses for Sociology programs. This includes reductions in the methods requirements. STATS is one of the courses we have been considering for removal for a while. The current trend is to reduce the number of quantitative-oriented methods courses to two or less. In fact, this trend is so strong that it is difficult to even find a Canadian textbook that exclusively covers quantitative methods (most cover a combination of qualitative and quantitative). While we do not want to eliminate our quantitative methods content entirely, we have decided to streamline this. For this reason, we are keeping our 3rd year quantitative methods course, but dropping the lower-level STATS requirement. It will mean we need to roll some stuff into the 3rd year course, but it makes us more consistent with other Canadian sociology programs. It will also hopefully help increase our program enrolments.

**Removal of SOC 350 from program requirements for Soc Major:** Consistent with the above, we are attempting to reduce the total number of SOC program requirements. Like with the reduction in methods requirements, we also see that Canadian trend is to eliminate the upper-level theory course from the requirements for a Sociology Major. We already require students to take SOC 201: Key Ideas in Sociology. This is a second-year theory course. We will keep SOC 350:



Classical Sociological Theory as a course, but it will no longer be a required course for the SOC Major.

**General overview of changes to the course requirements for the SOC Major:** with the above changes, the “spine” (i.e., required courses) for the SOC Major will become the following:

- SOC 101 (Introductory Sociology)
- SOC 201 (Key Ideas in Sociology)
- SOC 255 (Introduction to Social Research)
- SOC 355 (Quantitative Research Methods)
- SOC 356 (Qualitative Research Methods)

**Introduction of thematic streams within the Sociology program:** As a mean of assisting students to see the benefits of sociology, we have created six streams:

1. Social Inequality: Class, Race, Gender and Sexuality
2. Health, Family and Community
3. Social Psychology, Culture and Cognition
4. Globalization, Neocolonialism and Decolonization
5. Power, Politics and Environment
6. Media, Artificial Intelligence, Science and Technology

These are not meant to be official in any capacity. They are neither official concentrations nor “buckets” that students are required to select courses from. These are unofficial areas of focus within our course offerings. The purpose of them is threefold:

- It will help students see the larger patterns within the courses we offer, hopefully allowing students to see how their interests resonate with the Sociology program more generally;
- It will help guide the Sociology Program Area Working Group when we revise and develop our curriculum;
- It will help identify hiring areas for future tenure-track positions in Sociology.

**Updated Program Learning Outcomes:** We are updating our Program Learning Outcomes to better reflect current trends and foci within Sociology programs. In addition, the PLOs have been structured such that they better-reflect current trends in the phrasing and focus of PLOs.

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

See attached appendix 1

4. What consideration has been given to Indigenizing the curriculum?

Our new PLO #7, Apply decolonizing and Indigenizing lenses to sociological analysis, creates an explicit decolonizing and Indigenizing lens for our program. While we obviously need to think about Indigenizing and decolonizing all our courses, having this as a PLO forces us to think about this at a program level. More specifically, it ensures we will incorporate Indigenizing and decolonizing into our required program courses. In addition to this new PLO, four out of our six program streams have content that is directly applicable to Indigenizing and decolonizing efforts:

- Social Inequality: Class, Race, Gender, and Sexuality
- Social Psychology, Culture, and Cognition
- Globalization, Neocolonialism, and Decolonization
- Power, Politics, and Environment

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

None

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 two courses in the spine will make it easier for students to graduate and attract students to the programs, increasing enrollments.

Inclusion of streams will make it clearer to students what areas they can focus their studies on within sociology. This can help BIS students and potential SOC Majors see what sociology has to offer them.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The total required credits is unchanged, but the number of required courses has been reduced. (see revised calendar copy).

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.)

We do not have to worry about this, as we are reducing the number of courses required in our program. That said, these changes may impact our budget. Specifically, the frequency of offerings of SOC 350 and SOC 355 may be reduced to every 2<sup>nd</sup> year. This will allow for additional space to offer other courses that students want as electives for the SOC Major, SOC/ANTH Major, Extended Minor, Minor, etc.

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

Both PSYC and STATS & MATH have been consulted about changes to the SOC Major/ Extended Minor. Neither area was particularly happy about the change. MATH & STATS, in particular, were concerned. Their sense is that they largely provide service courses to other areas and that other areas have been cutting back on their quantitative/data literacy courses. Both PSYCH and STATS were provided with our rationale for the cut in their courses.

The Faculty of Science has been consulted and has no budget concerns with the change.

Appendix 1

Sociology Major & Extended Minor Revised Program Learning Outcomes

| Institutional Learning Outcomes |                                                      | PLO1                                                                                                | PLO2                                                                                             | PLO3                                                        | PLO4                                                              | PLO5                                                                                                                   | PLO6                                                                                             | PLO7                                                                | Total PLOs/ ILO |
|---------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------|
|                                 |                                                      | Articulate the significance of sociology to our understanding of society, past, present, and future | Apply sociological theory to examine contemporary social realities in local and global contexts. | Develop qualitative and quantitative social research skills | Enact critical citizenship by assessing information and knowledge | Apply sociological principles and concepts to critically reflect on the relationships between individuals and society. | Critically evaluate cultures, power, and privilege in order to advance equity and social justice | Apply decolonizing and Indigenizing lenses to sociological analysis |                 |
| ILO1                            | Demonstrate information competency                   | X                                                                                                   | X                                                                                                | X                                                           |                                                                   | X                                                                                                                      | X                                                                                                |                                                                     | 5               |
| ILO2                            | Analyze critically and imaginatively                 | X                                                                                                   | X                                                                                                | X                                                           | X                                                                 | X                                                                                                                      | X                                                                                                | X                                                                   | 7               |
| ILO3                            | Use knowledge and skills proficiently                | X                                                                                                   | X                                                                                                | X                                                           |                                                                   | X                                                                                                                      | X                                                                                                |                                                                     | 5               |
| ILO4                            | Initiate inquiries and develop solutions to problems | X                                                                                                   | X                                                                                                | X                                                           | X                                                                 | X                                                                                                                      | X                                                                                                | X                                                                   | 7               |
| ILO5                            | Communicate effectively                              | X                                                                                                   | X                                                                                                |                                                             | X                                                                 |                                                                                                                        | X                                                                                                |                                                                     | 4               |
| ILO6                            | Pursue self-motivated and self-reflective learning   |                                                                                                     | X                                                                                                |                                                             | X                                                                 | X                                                                                                                      | X                                                                                                | X                                                                   | 5               |
| ILO7                            | Engage in collaborative leadership                   |                                                                                                     |                                                                                                  | X                                                           | X                                                                 |                                                                                                                        | X                                                                                                | X                                                                   | 4               |
| ILO8                            | Engage in respectful and professional practices      |                                                                                                     |                                                                                                  | X                                                           | X                                                                 |                                                                                                                        | X                                                                                                | X                                                                   | 4               |
| ILO9                            | Contribute regionally and globally                   | X                                                                                                   | X                                                                                                |                                                             | X                                                                 | X                                                                                                                      | X                                                                                                | X                                                                   | 6               |
| Total ILO/PLO                   |                                                      | 6                                                                                                   | 7                                                                                                | 6                                                           | 7                                                                 | 6                                                                                                                      | 9                                                                                                | 6                                                                   |                 |



## MEMO

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**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: Sociology Major, Sociology major: Social Research concentration, and Extended Minor, School of Culture, Media, & Society, College of Arts

**Date:** OCTOBER 23, 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 Sociology Major, Sociology Major: Social Research concentration, and Extended Minor and I approve their submission to CACC and UEC for curriculum review. The revisions will be taken into account when implementing the course plan for 2024-25, and adjusting future course plans in collaboration with the Budget planning office.

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  
[504185murray@ufv.ca](mailto:504185murray@ufv.ca)

**SOC Major program revisions****Program Learning Outcomes**

1. Articulate the significance of sociology to our understanding of society, past, present, and future.
2. Apply sociological theory to examine contemporary social realities in local and global contexts.
3. Develop qualitative and quantitative social research skills.
4. Enact critical citizenship by assessing information and knowledge.
5. Apply sociological principles and concepts to critically reflect on the relationships between individuals and society.
6. Critically ~~evaluate~~ explore cultures, societies, power, and privilege in order to advance equity and social justice.
7. Apply decolonizing and Indigenizing lenses to sociological analysis.

**Program Spine:**

- SOC 101 (Introductory Sociology)
- SOC 201 (Key Ideas in Sociology)
- SOC 255 (Introduction to Social Research)
- SOC 355 (Quantitative Research Methods)
- SOC 356 (Qualitative Research Methods)

**~~Program~~ Thematic Streams:**

Program streams are not intended to be concentrations. They will be suggestions to students as to what they can focus on during their studies. As such, they will be a means for advertising the benefits of our program to students. The streams should also be used to shape our curriculum revisions, including the courses we keep/create and the ways in which we update our course outlines. Additionally, these streams can inform our future hiring decisions.

**We have six streams. These are distinct from, while also being in addition to, our Research Concentration:**

1. Social Inequality: Class, Race, Gender and Sexuality
2. Health, Family and Community
3. Social Psychology, Culture, and the Mind/Body
4. Globalization, Neocolonialism and Decolonization
5. Power, Politics and Environment
6. Media, Artificial Intelligence, Science and Technology

The following are suggested courses to fit into these streams:

**Social Inequality: Class, Race, Gender and Sexuality Stream:**

SOC 210 (Social Problems in Canadian Society), SOC 245 (Deviant Behaviour), SOC 265 (Social Inequality), SOC 270 (Dynamics of Racism in Canada), SOC 344 (Indigenous Research Methodologies), SOC 348 (Social Movements), SOC 387 (Aboriginal (Indigenous) Peoples of Canada), SOC 445 (Advanced Topics in Deviant Behaviour), SOC 470 (Race and Racism), SOC 475 (Community, Difference and Belonging), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 220 (Sociology of Women in Canada), SOC 335 (Gender Relations and Social Issues), SOC 435 (Sociology of Sexuality)

**Health, Family and Community Stream:**

[ANTH/SOC 260 \(\\*\\*\)](#), SOC 275 (Sociology of Death and Dying), SOC 280 (Health and Illness), SOC 313 (Agriculture and Rural Life), SOC 346 (Environmental Justice), SOC 475 (Communities, Difference and Belonging), SOC 331 (Sociology of Families), SOC 431 (Advanced Topics in Childhood and Family), SOC 289 (Sociology of Animals in Western Society)

**Social Psychology, Culture, and the Mind/Body Stream:**

SOC 230 (Individual and Society), SOC 330 (Culture and Cognition), SOC 350 (Classical Sociological Thought), SOC 337 (Taste and Culture), SOC 334 (Cultural Policy in Canada)

**Globalization, Neocolonialism and Decolonization Stream:**

SOC 205 (Comparative Societies), SOC 247 (Culture of Capitalism), SOC 250 (Sociology of Development – The Global South), SOC 313 (Agriculture and Rural Life), SOC 344 (Indigenous Research Methodologies), SOC 363 (Processes of Development and Underdevelopment: Latin America), SOC 387 (Aboriginal Peoples of Canada), SOC 388 (Global Indigeneity), SOC 200 (Social Issues in Latin America), SOC 310 (Special Topics: Regional Studies in Latin America), SOC 442 (Religion in Latin America), SOC 472 (Latin America: Race, Ethnicity, and Immigration), SOC 360 (Eating and Thinking: Food, Identity and Power in Global Societies), [ANTH/SOC 470 \(\\*\\*\)](#)

**Power, Politics and Environment:**

[ANTH/SOC 260 \(\\*\\*\)](#), SOC 348 (Social Movements), SOC 247 (Culture of Capitalism), SOC 313 (Agriculture and Rural Life), SOC 325 (Culture and Theory of the City (if revised)), SOC 337 (Taste and Culture), SOC 344 (Indigenous Research Methodologies), SOC 346 (Environmental Justice), SOC 352 (Public Policy Analysis), SOC 360 (Eating and Thinking: Food, Identity, and Power in Global Societies), SOC 368 (Environment and Society), SOC 289 (Sociology of Animals in Western Society)

**Media, Artificial Intelligence, Science and Technology Stream:**

SOC 430 (Knowledge, Power, Science, Technology), SOC/**MACS** 385 (Television and Social Values: The Simpsons), SOC 460 (Issues in the Information Society), SOC 334 Cultural Policy in Canada, [MACS/SOC 337: Taste and Culture](#)

**Research Concentration (already in existence—supplied here as an information item only):**

SOC 254 (Writing for Soc Sc), SOC 255 (Intro to Social Research),  
SOC 355 (Quantitative Research Methods), SOC 356 (Qualitative Research Methods),  
SOC 350 (Classical Sociological Thought), SOC 493 (Adv Research Project)  
2 of: SOC 313/GEOG 313 (Agriculture and Rural Life); SOC 344/IPK 344/ANTH 344 (Indigenous Research Methodologies); SOC 352/POSC 352 (Public Policy Analysis); 353 (Program Eval); 357 (Adv Research Methods); 358 (Adv Research on selected topic); 475 (Communities, Difference, Belonging)  
8 upper-level SOC credits



# Calendar Copy of SOC Programs

## Sociology major

This section specifies the major discipline requirements only. Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a major. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 18–19 credits

| Course                                       | Title                                                                          | Credits                             |
|----------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------|
| SOC 101                                      | Introductory Sociology                                                         | 3                                   |
| SOC 201                                      | Key Ideas in Sociology                                                         | 3                                   |
| SOC 255/ <a href="#">ANTH 255</a> / MACS 255 | Introduction to Social Research                                                | 3                                   |
| <b>One of:</b>                               |                                                                                | <a href="#">3–4</a>                 |
| <a href="#">STAT 104</a>                     | <a href="#">Introductory Statistics</a>                                        |                                     |
| <a href="#">STAT 106</a>                     | <a href="#">Statistics I</a>                                                   |                                     |
| <a href="#">PSYC 110</a>                     | <a href="#">Applied Statistical Analysis in Psychology</a>                     |                                     |
| <b>Plus:</b>                                 |                                                                                |                                     |
|                                              | <a href="#">Six</a> <a href="#">Nine</a> additional credits of lower-level SOC | <a href="#">6</a> <a href="#">9</a> |

### Upper-level requirements: 32 credits

| Course                                       | Title                                                                                   | Credits                              |
|----------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------|
| SOC 355/ <a href="#">ANTH 355</a> / MACS 355 | Quantitative Research Methods (see Note 1)                                              | 4                                    |
| SOC 356/ <a href="#">ANTH 356</a> / MACS 356 | Qualitative Research Methods                                                            | 4                                    |
| <a href="#">SOC 350</a>                      | <a href="#">Classical Sociological Thought</a>                                          | 4                                    |
| Plus:                                        | <a href="#">24</a> <a href="#">0</a> additional credits of upper-level SOC (see Note 2) | <a href="#">24</a> <a href="#">0</a> |

[Note 1: CRIM 320 may be substituted for SOC 355/ANTH 355/MACS 355.](#)

[Note 1 2:](#) No more than nine credits may be in the internship courses SOC 396/[GDS 310](#)/[GEOG 396](#) and SOC 398/[GDS 311](#)/[GEOG 398](#).

## Sociology major: Social Research concentration

Students completing the Sociology major may choose to pursue a more applied area of study by completing the following requirements for the Social Research concentration, which include the requirements for the Sociology major.

Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a major. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 18–19 credits

| Course                                       | Title                                                           | Credits    |
|----------------------------------------------|-----------------------------------------------------------------|------------|
| SOC 101                                      | Introductory Sociology                                          | 3          |
| SOC 201                                      | Key Ideas in Sociology                                          | 3          |
| SOC 254                                      | Writing for the Social Sciences ( <a href="#">see Note</a> )    | 3          |
| SOC 255/ <a href="#">ANTH 255</a> / MACS 255 | Introduction to Social Research                                 | 3          |
| <b>One of:</b>                               |                                                                 | <b>3–4</b> |
| <a href="#">STAT 104</a>                     | <a href="#">Introductory Statistics</a>                         |            |
| <a href="#">STAT 106</a>                     | <a href="#">Statistics I</a>                                    |            |
| <a href="#">PSYC 110</a>                     | <a href="#">Applied Statistical Analysis in Psychology</a>      |            |
| <b>Plus:</b>                                 |                                                                 |            |
|                                              | <a href="#">Three Six</a> additional credits of lower-level SOC | <b>3–6</b> |

[Note: Contact the department to discuss the timetabling and offering of this course.](#)

### Upper-level requirements: 33 credits

| Course                                       | Title                                      | Credits |
|----------------------------------------------|--------------------------------------------|---------|
| SOC 355/ <a href="#">ANTH 355</a> / MACS 355 | Quantitative Research Methods (see Note 1) | 4       |
| SOC 356/ <a href="#">ANTH 356</a> / MACS 356 | Qualitative Research Methods               | 4       |
| SOC 350                                      | Classical Sociological Thought             | 4       |
| SOC 493                                      | Advanced Research Project                  | 5       |

|                          |                                                                       |   |
|--------------------------|-----------------------------------------------------------------------|---|
| <b>Two of:</b>           |                                                                       | 8 |
| SOC 313/ GEOG 313        | Agriculture and Rural Life                                            |   |
| SOC 344/IPK 344/ANTH 344 | Indigenous Research Methodologies (formerly SOC 444/IPK 444/ANTH 444) |   |
| SOC 352/ POSC 352        | Public Policy Analysis                                                |   |
| SOC 353                  | Program Evaluation                                                    |   |
| SOC 357                  | Advanced Research Methods                                             |   |
| SOC 358                  | Advanced Research on a Selected Topic                                 |   |
| SOC 475                  | Communities, Difference, and Belonging                                |   |
| <b>Plus:</b>             |                                                                       |   |
|                          | Eight additional credits of upper-level SOC (see Note 2)              | 8 |

~~Note 1: CRIM 320 or GEOG 252 may be substituted for SOC 355/ANTH 355/MACS 355.~~

Note ~~1~~ 2: No more than nine credits may be in the internship courses SOC 396/~~GDS 310/GEOG 396~~ and SOC 398/~~GDS 311/GEOG 398~~.

## Sociology extended minor

This section specifies the extended minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** an extended minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 18–19 credits

| Course                                  | Title                                                          | Credits               |
|-----------------------------------------|----------------------------------------------------------------|-----------------------|
| SOC 101                                 | Introductory Sociology                                         | 3                     |
| SOC 201                                 | Key Ideas in Sociology                                         | 3                     |
| SOC 255/ <del>ANTH 255</del> / MACS 255 | Introduction to Social Research                                | 3                     |
| Plus:                                   | <del>Two</del> <u>Three</u> additional lower-level SOC courses | <del>6</del> <u>9</u> |

|                     |                                                       |                |
|---------------------|-------------------------------------------------------|----------------|
| <b>One of:</b>      |                                                       | <del>3-4</del> |
|                     | <del>An additional lower-level SOC course</del>       |                |
| <del>STAT 104</del> | <del>Introductory Statistics</del>                    |                |
| <del>STAT 106</del> | <del>Statistics I</del>                               |                |
| <del>PSYC 110</del> | <del>Applied Statistical Analysis in Psychology</del> |                |

### Upper-level requirements: 16 credits

| Course | Title                                    | Credits |
|--------|------------------------------------------|---------|
|        | 16 credits of upper-level SOC (see Note) | 16      |

Note: No more than nine credits may be in the internship courses SOC 396/~~GDS 310/GEOG 396~~ and SOC 398/~~GDS 311/GEOG 398~~.

## Combined Anthropology and Sociology extended minors

Students taking more than one SCMS program (Anthropology, ~~Latin American Studies~~, Media and Communication Studies, and Sociology) may satisfy overlapping requirements with a single course (e.g. SOC 255/~~ANTH 255~~/MACS 255 is required for more than one SCMS program). However, students must still complete the required number of lower- and upper-level credits for each major/extended minor/minor by taking additional courses in the specific discipline.

## Sociology minor

This section specifies the minor discipline requirements only. Information on additional Bachelor of Arts requirements begins in **this section** and includes the requirements for **declaring** a minor. Please check the Bachelor of Arts **residency** section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

### Lower-level requirements: 9 credits

| Course           | Title                                                  | Credits               |
|------------------|--------------------------------------------------------|-----------------------|
| SOC 101          | Introductory Sociology                                 | 3                     |
| Plus:            | <del>Three</del> <u>Six</u> credits of lower-level SOC | <del>6</del> <u>3</u> |
| <del>Plus:</del> | <del>Three credits of lower-level ANTH or SOC</del>    | <del>3</del>          |

### Upper-level requirements: 16 credits

| Course | Title                                    | Credits |
|--------|------------------------------------------|---------|
|        | 16 credits of upper-level SOC (see Note) | 16      |

Note: No more than nine credits may be in the internship courses SOC 396/~~GDS 310~~/~~GEOG 396~~ and SOC 398/~~GDS 311~~/~~GEOG 398~~.

**Memo for Course Changes**

To: Michael Hitch, Dean; Faculty of Science

From: Stefania Pizzirani, Chair of the Environmental Studies program

Date: September 14, 2023

**Subject: Proposal for deletion of ENV 299, 399, and 499**

*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 ENV 299, 399, and 499 courses are being removed because they have never been used since the launch of the program, and they are not needed.

**Memo for New Course**

To: Michael Hitch, Dean; Faculty of Science

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 14, 2023

**Subject: Proposal for new course (ENV 212 Environmental Field and Lab Techniques)**

*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 an introductory-level course where students will learn the principles of common field and lab techniques that are used in a wide variety of environmental careers. Through hands-on experiential learning, students will build skill sets by designing field activities, collecting and storing samples, analyzing samples in the lab, interpreting data, and effectively communicating results.

This techniques course was developed for the following reasons:

- a. The course will offer the skills needed by graduates of the BES and BES-NS programs that are required in their certification as Applied Science Technologist (AScT) or Certified Technician (CTech).
- b. The course will bring the UFV graduates up to par with graduates from other institutions in using current technologies in reporting and visualization of field data. For example, graduates from other institutions know how to configure ArcGIS Apps such as ArcGIS Field Maps, and ArcGIS Survey 123.
- c. As an introductory course, students will be taught soil, water, and air quality sampling techniques and assessment. These are core skills needed in various upper-level courses at UFV (e.g., Environmental Hydrology, Soilscales, Water Resource Management). After taking ENV 212, students will likely be more prepared (and therefore more successful) in their upper-level courses.

This a new ENV course that has not been taught before. The course will be a requirement in the BES and BES-NS programs in the Research, methods, and engagement core. Additionally, the requirement to “take one course from List 1C” (and List 1C itself) will be removed from the BES and BES-NS. The ENV 212 course will also be added to the Environmental Studies Minor as an optional lower-level course.

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 ENV 212 course will be placed within the Environmental Studies program as it aligns with this program’s focus on scientific assessment, resource use, environmental communication, and strategy development. The Environmental Studies program is designed to offer students with a solid understanding of environmental science, issues and strategies, communications, and ethics. This

course contextualizes these learning components by exploring these concepts within real-world examples, local field work, and community engagement.

This course's learning outcomes align and contribute to the following ILOs:

- Analyze critically and imaginatively. This is satisfied by learning outcome 3 - Explain the principles behind standard environmental field techniques and modern lab analyses especially as a guide to improvise solutions.
- Use knowledge and skills proficiently. This is satisfied by several learning outcomes:
  - LO 2- Demonstrate standard protocols for collection and field analyses, preservation, and lab analyses of air, water, soil, vegetation, animals, and microorganisms in the field.
  - LO 4- Demonstrate proper calibration, upkeep, and repair of field and lab equipment.
  - LO 5- Demonstrate proper use and maintenance of field notebooks, laboratory records, and online SharePoint.
  - LO 6-Configure ArcGIS Field Maps and ArcGIS Survey 123 to record and share field observations and surveys to various stakeholders.
- Communicate effectively. This is satisfied by LO 5 - Write a technical report on the interpretations of observations, results, and data against published guidelines, objectives, and standards for various stakeholders.
- Pursue self-motivated and self-reflective learning. This is satisfied by LO 6 - Create appropriate sampling protocols considering location, ethics and indigenous perspectives, budget, personnel of various backgrounds, and safety concerns.
- Engage in collaborative leadership. This is satisfied by LO 7 - Create appropriate sampling protocols considering location, ethics and indigenous perspectives, budget, personnel of various backgrounds, and safety concerns.
- Engage in respectful and professional practices. This is satisfied by LO 8 - Create appropriate sampling protocols considering location, ethics and indigenous perspectives, budget, personnel of various backgrounds, and safety concerns.
- Contribute regionally and globally. This is satisfied by LO 9 - Create appropriate sampling protocols considering location, ethics and indigenous perspectives, budget, personnel of various backgrounds, and safety concerns.

Additionally, this course specifically meets the following BES and BES-NS learning outcomes:

- "Investigating and Problem-Solving": learning outcomes related to specific skills developed within and across disciplines. This is satisfied by Learning outcome 3: Explain the principles behind standard environmental field techniques and modern lab analyses especially as a guide to improvise solutions.
- "Communicating": learning outcomes that emphasize multiple ways of communicating ideas and strategies to multiple audiences. This is fulfilled by learning outcome 7- Write a technical report on the interpretations of observations, results, and data against published guidelines, objectives, and standards for various stakeholders.
- "Environmental Citizenship": learning outcomes related to engagement in the broader community. This is satisfied by learning outcome 7- Write a technical report on the interpretations of observations, results, and data against published guidelines, objectives, and standards for various stakeholders.



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

This a new ENV course that has not been taught before. The course will be a requirement in the BES and BES-NS programs in the Research, methods, and engagement core. Additionally, the requirement to “take one course from List 1C” (and List 1C itself) will be removed from the BES and BES-NS. The ENV 212 course will also be added to the Environmental Studies Minor as an optional lower-level course.

This course is not currently planned for programs beyond the Environmental Studies program. However, it is possible that the new Regional and Community Planning degree and the Geography degree may incorporate the ENV 212 into their course calendars. Additionally, we aim to pursue acknowledgement of the ENV 212 course as a “science literacy” option for the College of Arts degrees.

As with any new course, the ENV 212 may be in slight competition with other science courses. However, the ENV 212 is very different from other existing options so is likely to not overly compete with other program areas.

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

This course – and all ENV courses – was reviewed by the Environmental Studies Curriculum Committee (ESCC). This committee is comprised of faculty from Biology, GDS, Psychology, Philosophy, English, PGES, and Geosciences. Feedback was favourable during this consultation and no major changes were suggested.

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

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

The course will feature Indigenous values related to the interconnectedness and shxweli (life force) of our natural world. The ENV 212 course will explore field and lab techniques in the context of striving to create balance of relationships within the environment. Indigenous knowledge holders (particularly, at a local scale) and their perspectives will be discussed in the course, and the knowledge holder may also be a guest lecturer (should their schedule allow it).

The course will have a context of food and agriculture but will also consider other land uses. For example, the PGES department is currently working with and for the Stó:lō Research and Resource Management Centre and Ts'elxwéyeqw Tribe Management on an old growth forest research project. All of the field and lab techniques in ENV 212 are being used within the research project, and the Two-Eyed Seeing approaches used in that project will be shared in the ENV 212 course.

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 feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. The course topics are modern and timely, representing such current challenges as pollution, climate change, soil, and water degradation, and more. The course uses lecture notes that students can access. The presentation slides will be provided with alternative text for photos. Fieldwork is designed to be as accessible as possible (e.g., can be reached by public transport, is on safe terrain, is not in remote or hidden areas). Assignments will be varied (e.g., journaling, individual work, and group work) to be inclusive of student preferences. Field work accommodations will be made as needed (e.g., choosing wheelchair accessible sites, providing alternative equipment, teaching multiple methods for site management that require less physical effort, etc.). No textbook will be required to help students with financial challenges. The quizzes will be altered (as needed) to account for students who have accommodations.

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

This 4-credit, 28-seat course will often be offered once a year in the Summer or Fall terms. This is to make best use of the growing season where we will be more likely to easily do field work, and where we will be able to implement and practice management techniques.

No additional lab space is required, and the course can be effectively run out of the A413 classroom. Equipment and sample processing materials are already covered within the PGES budget, and no additional expenditures are needed to run this course.

Field work is expected from students and site visits will occur throughout the course to various locations on or near the Abbotsford campus and ensure that sites are accessible by public transportation.

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

Beyond the costs of tuition and fees, students can anticipate spending up to \$50 on book costs (if students prefer to purchase the full version of any cited books) and personal transportation for field trips.

The course will include guest speakers and/or collaborators from within various sectors of ecosystem stewardship – their honoraria (typically \$50-100 each) is covered from the PGES budget.

**CWC comment and response:**

- Why is this being created as a 4-credit course rather than 3?  
*Given that this course will require more field trip hours than the average 2nd-year course, 4 credits are needed to provide adequate time each week to cover course material and learning outcomes related to understanding soil, water, and air quality assessments (includes lectures, field work, and lab work).*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> ENV 212                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Environmental Field and Lab Techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Env Field & Lab Techniques                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department:</b> Planning, Geography, and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students will learn introductory-level principles of common field and lab techniques that are used in a wide variety of environmental careers. Through hands-on experiential learning, students will build skill sets by designing field activities, collecting and storing samples, analyzing samples in the lab, interpreting data, and effectively communicating results.<br><br>Note: Field trips outside of class time will be required. Please refer to department website for field trip scheduling information. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | One of BIO 105, BIO 106, BIO 111, BIO 112, CHEM 110, CHEM 113, CHEM 114, GEOG 103, GEOG 105, GEOG 111, PHYS 100, PHYS 101, PHYS 105, PHYS 111, or PHYS 112.                                                                                                                                                                                                                                                                                                       |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Experiential (field trip)</td> <td>25</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                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 | Tutorials/workshops | 15 | Experiential (field trip) | 25 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <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>Yes</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> October 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> January 26, 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 appropriate sampling protocols considering location, ethics and Indigenous perspectives, budget, personnel of various backgrounds, and safety concerns.
2. Implement standard protocols for collection and field analyses, preservation, and lab analyses of air, water, soil, vegetation, animals, and microorganisms in the field.
3. Demonstrate a Two-Eyed Seeing approach to data collection, interpretation, and communication.
4. Explain the principles behind standard environmental field techniques and modern lab analyses especially as a guide to improvise solutions.
5. Manage field and lab equipment with proper calibration, upkeep, and repair.
6. Organize datasets with field notebooks, laboratory records, and online SharePoint.
7. Interpret data using ArcGIS Field Maps and ArcGIS Survey 123 to visualize field observations and surveys.
8. Produce a technical report on the interpretations of observations, results, and data against published guidelines, objectives, and standards.

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

|                   |     |                |     |   |
|-------------------|-----|----------------|-----|---|
| Lab work:         | 25% | Assignments:   | 10% | % |
| Field evaluation: | 45% | Quizzes/tests: | 20% | % |

**Details:**

Field evaluation includes keeping a field journal, use of data collection and processing techniques, and interpreting data through reporting. 2-3 weeks during the term will feature outdoor experiential learning opportunities at the UFV campus and within Fraser Valley communities.

**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 will be followed by presentations and demonstrations of techniques in the field. The preparation of samples for storage or lab analysis follows the field work. Analysis, visualization, and sharing of environmental data through hardcopy forms, online forms, and ArcGIS Apps follows the lab analysis. Students are expected to attend all field work, lab work, and computer processing of data to gain a holistic understanding of environmental techniques.

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

| Type               | Author or description                                    | Title and publication/access details                                   | Year |
|--------------------|----------------------------------------------------------|------------------------------------------------------------------------|------|
| 1. Online resource | Austin, Joyce (editor)                                   | British Columbia Field Sampling Manual (BCFSM)                         | 2020 |
| 2. Online resource | B.C. Ministry of Environment and Climate Change Strategy | British Columbia Environmental Laboratory Manual                       | 2020 |
| 3. Textbook        | University of North Texas                                | Field & Laboratory Methods for Environmental Science for Non-Majors    | 2022 |
| 4. Article         | Trios, C.H., Auerbach, J., & Katti, M.                   | Decoloniality and anti-oppressive practices for a more ethical ecology | 2021 |
| 5. Online resource | Nature United                                            | Indigenous Guardians Toolkit: Monitor and Collect Data                 | 2016 |

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

Students should be prepared for outdoor field work and wear appropriate clothing and shoes. Other necessary tools will be supplied.

**Course Content and Topics**

- Introduction to environmental field techniques, safety, and ethical considerations.
- Two-Eyed Seeing approach to environmental stewardship, monitoring, and assessment.
- Field techniques for monitoring and sampling air, water, vegetation, animals, microorganisms.
- Laboratory analysis of air, water, vegetation, animals, microorganism samples.
- Measurement, statistics of sampling, and Quality Assurance / Quality Control
- Manual and digital recording and reporting of observations, data, and results.

**Memo for New Course**

To: Michael Hitch, Dean; Faculty of Science

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 14, 2023

**Subject: Proposal for new course (ENV 321 Science of Waste Management)**

*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 rapid pace of waste generation is one of the most pressing environmental issues affecting ecosystems and societies alike. Landfills across the Lower Mainland are filling at a rate ahead of schedule (mostly due to construction waste) with no active plans to site new landfills. This course introduces the science behind the management of solid, liquid, and hazardous waste. Students will learn about methods and processes for integrated waste management, risk assessments, and sustainable waste treatment and disposal options. The course will include a local context of waste-to-energy programs within agricultural industries in the Fraser Valley.

Waste management is not often thought about but is an essential component to all industrial activities as well as community planning, environmental management, and more. Global populations are rising and likely to hit 10 billion people by 2050 – around 7 billion people will live in urban areas. Therefore, this course is timely and a critical area of study for students in the environmental field, planning field, biology field, and beyond.

This Environmental Studies (ENV) course will teach students a range of skills needed to work within the field of sustainable waste management including: risk assessment, cross-cultural development and implementation of management options, EDI and gender dynamics, inclusive communication practices, and designing modern and equitable waste management technologies.

This course successfully ran as a Special Topics course (GEOG 300W) in Winter 2023. It was very well received by students. This course fits into the Bachelor of Environmental Studies (BES) and the BES-Natural Sciences (BES-NS) programs in List 2C: Sciences II. This course also fits into the Environmental Studies Minor in the Sciences II list.

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 Science of Waste Management course will be placed within the Environmental Studies program as it aligns with this program's focus on human-environment relationships, scientific assessment, resource use, environmental communication, and strategy development. The Environmental Studies program is designed to offer students with a solid understanding of environmental science, issues and strategies, communications, and ethics. This course contextualizes these learning components by exploring these concepts within real-world examples, local field work, and community engagement. The course meets the ILOs 1, 2, 3, 4, 5, 6, 8, and 9.

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

This course is not a required course, and it is offered as an elective. Thus, it may reduce the number of students in other 300-level elective courses.

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

This course – and all ENV courses – was reviewed by the Environmental Studies Curriculum Committee (ESCC). This committee is comprised of faculty from Biology, GDS, Psychology, Philosophy, English, PGES, and Geosciences. Feedback was favourable during this consultation and no major changes were suggested.

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

N/A

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

This course aims to honour Indigenous perspectives related to the interconnectedness of all living things – including our waste. The linear-thinking model of production-consumption-waste will be challenged in this class, and the use of circular thinking will be introduced. Indigenous perspectives and knowledges regarding respectful consumption principles and responsible disposal of waste will be included. For example, alternative disposal practices of composting, using waste for animal feed, fermentation, and more can be discussed in this course as option to just landfilling waste.

Indigenous governments across BC and Canada are involved in waste decisions and some Indigenous groups have enacted meaningful techniques to lower waste generation and holistically manage waste (especially in remote areas). These case studies will be discussed and incorporated into assignments in this course.

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 feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. The course topics are modern and timely, representing such current challenges as environmental racism, climate change, soil and water degradation, and more. The course uses lecture notes that students can access. The presentation slides will be provided with alternative text for photos. Fieldwork is designed to be as accessible as possible (e.g., can be reached by public transport, is on safe terrain, is not in remote or hidden areas). Assignments will be varied (e.g., journaling, survey design, infographics) to be inclusive of student preferences. Field work accommodations will be made as needed (e.g., choosing wheelchair accessible sites, providing alternative equipment, teaching multiple methods for site management that require less physical effort, etc.). No textbook will be required to help

students with financial challenges. The quizzes will be altered (as needed) to account for students who have accommodations.

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

This 4-credit, 28-seat course will often be offered every other year in the Winter term. Field work may be used but the majority of the course will use in-class lectures and activities. No additional lab space is needed. Field work is expected from students and site visits will be made each week to various locations on or near the Abbotsford campus and ensure that sites are accessible by public transportation.

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

Beyond the costs of tuition and fees, students can anticipate spending up to \$50 on book costs (if students prefer to purchase the full version of any cited books) and personal transportation for field trips.

The course will include guest speakers and/or collaborators from within various sectors of ecosystem stewardship – their honoraria (typically \$50-100 each) is covered from the PGES budget.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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: ENV 321                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | Number of Credits: 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Science of Waste Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title: Science of Waste Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Department: Planning, Geography, and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces the science behind the management of solid, liquid, and hazardous waste, which is one of the most pressing environmental issues affecting ecosystems and societies alike. Students will learn about methods and processes for integrated waste management, risk assessments, and sustainable waste treatment and disposal options. Includes a local context of waste-to-energy programs within agricultural industries in the Fraser Valley.<br><br>Note: Students with credit for <b>GEOG 300W</b> cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | 45 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>GEOG 300W</b><br><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; cannot be repeated 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>Face-to-face only</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>20</td> </tr> <tr> <td>Experiential (field trip)</td> <td>15</td> </tr> <tr> <td>Supervised laboratory hours (science lab)</td> <td>25</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20 | Experiential (field trip) | 15 | Supervised laboratory hours (science lab) | 25 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (science lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| <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>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                 |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | Date of meeting: September 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Date of meeting: October 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |    |                                           |    |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | Date of meeting: January 26, 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 scientific concepts that underpin the current generation and management of solid, liquid, and hazardous waste.
2. Utilize field and library research techniques to show the relationship among consumerism, the circular economy, and the generation and management of waste.
3. Assess risk of current waste management strategies in terms of physical, social, economic, and legal criteria.
4. Apply a Two-Eyed Seeing approach to design cross-cultural management of major waste streams.
5. Explain why EDI in general, and gender dynamics in particular, matter in sustainable waste management.
6. Inclusively communicate current waste management practices in the Fraser Valley through technical reports, visualization, and/or presentation.
7. Demonstrate the proof-of-concept of an alternative waste management technology.
8. Reflect on their individual commitment in reducing waste resulting from their personal activities.

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

|                   |     |              |     |                      |     |
|-------------------|-----|--------------|-----|----------------------|-----|
| Quizzes/tests:    | 20% | Assignments: | 20% | Project:             | 20% |
| Field evaluation: | 15% | Lab work:    | 15% | Holistic assessment: | 10% |

**Details:**

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

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

The course will consist of lectures from instructor and guests followed by lab and field demonstrations, and field trips to waste management enterprises in the Fraser Valley. The students will develop and demonstrate a proof-of-concept for a waste management idea and write a reflection of their personal commitment to reducing waste.

**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        | Raut, Kokare, Bhanvase, Randive, Dhoble (Editors) | 360-Degree Waste Management, Volume 1- Fundamentals, Agricultural and Domestic Waste, and Remediation                             | 2023 |
| 2. Textbook        | Tao, Yucai, and Nyankson                          | Resource Recovery Technology for Municipal and Rural Solid Waste - Classification, Mechanical Separation, Recycling, and Transfer | 2023 |
| 3. Online resource | World Economic Forum                              | Future of the Environment: What can we learn from indigenous people about waste management?                                       | 2023 |
| 4. Article         | Fan, Khaliq, Qalati, Gillal & Gillal              | Antecedents of sustainable e-waste disposal behavior: the moderating role of gender                                               | 2022 |
| 5. Article         | Assuah, Anderson                                  | How Indigenous cultural practices can improve waste management in communities                                                     | 2023 |

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

Students should be prepared for outdoor field work and wear appropriate clothing and shoes. Other necessary tools will be supplied.

**Course Content and Topics**

1. Introduction to science of waste management
2. Municipal solid waste and landfill management
3. Consumerism, waste, and the circular economy
4. Recycling and resource recovery
5. Indigenous waste management perspectives and gender dynamics in waste management
6. Organic waste management: composting, earthworm technology, mycelium technology, and biogas
7. Wastewater treatment: current and alternative technologies
8. Risk assessment and waste regulations
9. Remediation and hazardous and e-waste

**Memo for New Course**

To: Michael Hitch, Dean; Faculty of Science

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 14, 2023

**Subject: Proposal for new course (ENV 345 Invasive Species Management)**

*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):

Invasive species – both plant and animal – are drastically affecting our local ecosystems. The pace and scale of the spread of invasive species is further complicated by climate change, globalization, recreation, and more. Thus, assessment and management of invasive species needs to holistically account for complex socio-cultural factors, biological and climatic variables, and economic restrictions.

This Environmental Studies (ENV) course will teach students a range of skills needed to work within the field of invasive species management including: plant identification, site assessment, socio-cultural perspectives, management planning and implementation, and more.

This course successfully ran as a Special Topics course (GEOG 300X) in Early Summer 2023. It was very well received by students. This course fits into the Bachelor of Environmental Studies (BES) and the BES-Natural Sciences (BES-NS) programs in List 2B: Professional and Research Skills II AND the List 2C: Sciences II. A note will be added to the course calendar stating that courses taken will count towards only one List requirement. This course also fits into the Environmental Studies Minor in the Sciences II list.

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 Invasive Species Management course will be placed within the Environmental Studies program as it aligns with this program's focus on human-environment relationships, scientific assessment, resource use, environmental communication, and strategy development. The Environmental Studies program is designed to offer students with a solid understanding of environmental science, issues and strategies, communications, and ethics. This course contextualizes these learning components by exploring these concepts within real-world examples, local field work, and community engagement. The course meets the ILOs 1, 2, 3, 4, 5, 6, 8, and 9.

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

This course is not a required course, and it is offered as an elective. Thus, it may reduce the number of students in other 300-level elective courses.

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

The Biology, Agriculture, and Geography programs have been consulted. Dr. Alida Janmaat (Biology Associate Professor) taught the course in Early Summer 2023. Other biology professors have been consulted as well as Dr. Renee Prasad in the Agriculture department. Feedback was gained about how to refine the context, how to balance fieldwork with coursework, and – importantly - how to ensure that this course is unique (in particular, to be different enough from AGRI 163 Pest Biology and Identification). All feedback indicated that the course was timely, useful, and was being offered in a distinct context that was separate from existing courses.

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

N/A

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

The course will feature Indigenous values related to the interconnectedness of plant and animal life, of the balance of relationships within the natural world, and of caring for the gifts from Mother Earth. Indigenous knowledge holders (particularly, at a local scale) and their perspectives will be discussed in the course, and the knowledge holder may also be a guest lecturer (should their schedule allow it).

Indigenous land stewardship, values, and relational care of native plants will be a feature throughout the course. For example, when monitoring techniques of invasive species are reviewed, the role of Indigenous communities will be included as they represent an essential collaboration in the design and implementation of monitoring efforts. Indigenous (and local Stó:lō) perspectives on how and why a living entity (plant, animal, soil) can be considered “invasive” (or not), and how conservation professionals can listen and learn from these perspectives to develop cross-cultural management plans.

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 feature content from diverse authors and will strive to attain equitable representation from many underrepresented communities. The course topics are modern and timely, representing such current challenges as capitalistic globalization, climate change, soil and water degradation, and more. The course uses lecture notes that students can access. The presentation slides will be provided with alternative text for photos. Fieldwork is designed to be as accessible as possible (e.g., can be reached by public transport, is on safe terrain, is not in remote or hidden areas). Assignments will be varied (e.g., journaling, individual work and group work) to be inclusive of student preferences. Field work accommodations will be made as needed (e.g., choosing wheelchair accessible sites, providing alternative equipment, teaching multiple methods for site management that require less physical effort, etc.). No textbook will be required to help

students with financial challenges. The quizzes will be altered (as needed) to account for students who have accommodations.

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

This 4-credit, 28-seat course will often be offered once a year in the condensed Early Summer session each year. This is to make best use of the growing season where we will be more likely to see invasive species growth and spread, and where we will be able to implement and practice management techniques. However, the course may also run during the full Summer term or in the Fall term. This is to accommodate various instructors that may teach the course (e.g., Alida Janmaat, Mariano Mapili, etc) and also accommodate the particular invasive species being examined in the class; some invasive species are more active at certain times of the year than others.

The course ran in Early Summer 2023 and around half of the students enrolled were from outside of the Environmental Studies and Geography programs. This indicates that there is an appetite for this knowledge and training beyond the immediate Environmental Studies and Geography programs. There is also a growing awareness of the threat of invasive species and many job postings in the environmental field are asking for this skill set.

The course will run in collaboration with the City of Abbotsford and the Invasive Species Council of BC. These organizations will offer up-to-date processes of invasive species management across the Fraser Valley, and will allow our students to use their tools (e.g., gloves, shovels, trimming clippers).

Field work is expected from students and site visits will be made each week to various locations on or near the Abbotsford campus and ensure that sites are accessible by public transportation.

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

Beyond the costs of tuition and fees, students can anticipate spending up to \$50 on book costs (if students prefer to purchase the full version of any cited books) and personal transportation for field trips.

The course will include guest speakers and/or collaborators from within various sectors of ecosystem stewardship – their honoraria (typically \$50-100 each) is covered from the PGES budget.

**CWC comment and response:**

- Why has the prerequisite of 45 university-level credits been chosen? Is it correct that no discipline-specific knowledge is required to be successful in this course?  
*This course is designed to be an introductory level course to the specific context of invasive species. Basic background knowledge to ecology and environmental management is provided in the early weeks of the course. This is followed by more hands-on experiential learning opportunities to ensure core concepts are understood.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2024  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> ENV 345                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| <b>Course Full Title:</b> Invasive Species Management<br><b>Course Short Title:</b> Invasive Species Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Department:</b> Planning, Geography, and Environmental Studies                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| <b>Calendar Description:</b><br>Students will learn how to identify, assess, and manage for invasive species that are devastating local ecosystems in the Fraser Valley and beyond. Global and multicultural examples, techniques, and perspectives are discussed. Communication strategies are reviewed to understand the conflict resolution skills needed in this field.<br><br>Note: Field trips outside of class time will be required. Please refer to department website for field trip scheduling information.<br>Note: Students with credit for <b>GEOG 300X</b> cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| <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 300X</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>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;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25 | Tutorials/workshops | 25 | Experiential (field trip) | 10 |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| <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>Yes</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> October 6, 2023                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                           |    |  |  |  |  |                    |           |                                                                                               |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of meeting:</b> January 26, 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:

- Evaluate the multisectoral challenges and opportunities of invasive species due to climate change and globalization.
- Discuss Indigenous land stewardship values and importance of native plant species.
- Identify and prioritize components of risk assessments as they pertain to the introduction and spread of invasive species.
- Evaluate invasive species management options from different stakeholder perspectives.
- Synthesize multiple different kinds of input in invasive species management decision-making and planning.
- Demonstrate how to do an invasive species inventory and assessment.
- Identify communication techniques to engage the public on invasive species management strategies.

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

|              |     |                |     |                   |     |
|--------------|-----|----------------|-----|-------------------|-----|
| Assignments: | 40% | Quizzes/tests: | 20% | Field evaluation: | 40% |
|--------------|-----|----------------|-----|-------------------|-----|

**Details:** Assignments may include weekly journals, invasive system mapping, and invasive communication plans. Field evaluation may include field assessments, invasive species removal and maintenance, and stakeholder engagement. Each week will feature outdoor experiential learning opportunities at the UFV campus and within Fraser Valley communities.

**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 are delivered in the classroom and then outdoor field work is used to see and apply principles from the lectures. Various local invasive species environmental groups/agencies are associated with this course as guest speakers and field site hosts.

**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 et al            | Community-based control of invasive species                                                                                                        | 2019 |
| 2. Textbook | Barker, K., Francis, R. | Routledge handbook of biosecurity and invasive species                                                                                             | 2021 |
| 3. Other    | Grenz, J. B.            | Healing the land by reclaiming Indigenous ecology: a journey exploring the application of the Indigenous worldview to invasion biology and ecology | 2020 |
| 4. Textbook | Le Roux, J.             | The evolutionary ecology of invasive species                                                                                                       | 2022 |
| 5. Article  | Bellis et al            | Beyond biodiversity: the cultural context of invasive species initiatives in Gwaii Haanas                                                          | 2017 |

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

Students should be prepared for outdoor field work and wear appropriate clothing and shoes. Other necessary tools will be supplied.

**Course Content and Topics**

Module 1: Invasive and native species foundational concepts

- Terminology and theory
- Invasion process
- Botany and plant ID
- Invasive plant inventory

Module 2: Prevention

- Intentional and unintentional pathways of introduction
- Vectors of spread
- Risk and impact assessment
- EDRR
- From local to multinational - Policies, legislation, and regulations
- Monitoring – role of citizens and Indigenous communities

Module 3: Management and implementation

- Manual, cultural, chemical and biological control strategies
- Communicating with multiple stakeholder and Indigenous groups
- Approaching collaborative management using different perspectives (including Indigenous perspectives)
- Management prioritization and identification of appropriate management goals
- Decision analysis and sustainable management
- Invasive species management plan development

Module 4: Multiple perspectives on invasive species and their management

- Indigenous perspectives on invasive species
- Novel ecosystems and restoration
- Assessing the benefits of invasive species

**Memo for Program Changes**

To: FSCC, SFC, and UEC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 1, 2023

**Subject: Updates to the Bachelor of Environmental Studies (BES) Course Calendar**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☒ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify:
  - Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.
  - Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.
  - Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core.
  - Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.
  - Removal of BUS 400, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, VA 372, MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.
  - Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).
  - Addition of GEOG 252 and SOC/ANTH/MACS 255 to List 2B.
  - Addition of BIO 307, BIO 390, and BIO 418 to List 2C.
  - Addition of “Note 2” at the end of List 2C.
  - Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).
  - Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).

2. Rationale for change(s):

Various changes have been made to the BES course calendar which will help students progress through the degree program with greater ease. Three new ENV courses are also being added that

will enhance the relevancy and usefulness of the program. The following updates (and associated reasoning) have been made to the BES course calendar:

- **Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.** This was done because we developed a new course (ENV 310, Leadership in Environmental Professions) that discusses similar content to PORT 398 but does so from an environmental perspective. ENV 310 also goes a bit further with skill sets such as project management, conflict resolution, and inclusive leadership practices. ENV 310 is the best fit for the program.
- **Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.** This is a newly created course and is being added as a required course due to its highly relevant subject material to the program and to various environmental careers. The course will help prepare students for upper-level field-based courses. The course will offer the skills needed by graduates of the program that are required in their certification as Applied Science Technologist (AScT) or Certified Technician (CTech).
- **Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core, and update to admission requirements.** Without PSYC 110, our students will therefore have to take at least one STAT course which will help them enroll in other 2<sup>nd</sup>- and 3<sup>rd</sup>-year STAT courses (should they wish to do so). PSYC 110 did not ladder into other courses described in any of the Lists in the program. With this change, all students must now take STAT 104 or STAT 106 which necessitates an update to the admission requirements.
- **Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.** This was a long list of courses that were contributing differing skill sets for students. However, with the creation and requirement of ENV 212 (see above), List 1C is now redundant - students will be receiving the anticipated “professional and research” skills exclusively and consistently from ENV 212.
- **The other Lists (List 2A, 2B, and 2C) were reviewed and each course was evaluated for their pre-requisites.** If a listed course required two or more pre-requisites that are not included elsewhere in the BES, then it is now removed. This will help reduce the overwhelming amount of option for students as well as give them course options that they can more likely enroll in. The courses removed for this reason are: BUS 400, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, and VA 372.
- **The other Lists (List 2A, 2B, and 2C) were reviewed and courses were removed that have been discontinued or are not highly relevant to environmental careers.** These include: MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.



- **Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).** We aim to add ENV 345 into both Lists as it is an equal blend of biology-ecology and environmental management research. Students will only be allowed to count ENV 345 towards List 2B or List 2C requirements.
  - **Addition of two courses from the now deleted List 1C to List 2B. The two courses are GEOG 252 (Explanation in Geography: Quantitative Methods) and SOC/ANTH/MACS 255 (Introduction to Social Research).** Both GEOG 252 and SOC/ANTH/MACS 255 are important to keep as an option for students as they are highly relevant to environmental careers. They both ladder into other respective courses in the upper-level Lists.
  - **Addition of BIO 307, BIO 390, and BIO 418 to List 2C.** Although BES students are not required to take any courses from the List 2C, it is useful to have this list complied should they be interested to take science courses to fulfil their electives. These BIO courses relate to the environmental context, and have limited prerequisites and so BES students can feasibly register for these courses given the existing structure of the BES.
  - **Addition of “Note 2” at the end of List 2C.** This Note 2 helps to clarify the previous point by stating that “Students choosing to take lower-level courses in List 2B must ensure that they still meet the required 45 upper-level course credits required for this degree.”
  - **Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).** This course is relevant to the program as it highlights the planning challenges and opportunities presented by climate change.
  - **Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).** This course covers the science behind waste production, removal, and degradation. Waste is one of the most significant environmental challenges at the moment and is highly relevant to the program.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
- The program outcomes are not changed and are only strengthened with the addition/deletion of the aforementioned courses.
4. What consideration has been given to Indigenizing the curriculum?
- All new courses are developed with Indigenization in mind. For example, ENV 212, ENV 310, ENV 321, and ENV 345 all have several explicit ways of representing Indigenous knowledge, perspectives, and science into the course content. Such content as the Guardians toolkit for field data collection, Two-Eyed Seeing approaches to environmental stewardship, inclusive leadership practices, TEK regarding native species, and more are discussed and utilized in our courses.
5. Will additional resources be required? If so, how will these costs be covered?
- No additional resources will be required.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

Students will be positively impacted in our program with a more streamlined set of course options. In particular, the addition of new ENV courses are of interest to BES/BES-NS students as well as students across campus due to their timely nature. New ENV courses are created because of urgent needs seen in municipalities, in media, and in advertised jobs. It is hoped that these changes will help increase enrolment in the program.

There are nearly 70 students in the BES/BES-NS programs, and around 15 are new to the programs this year. A conservative estimate is that about 50 students will be positively impacted by these changes.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The Research, methods, and engagement core now has a range of 20-22 credits (instead of 19-22 credits) due to the removal of List 1C and the addition of ENV 212. The total number of courses remains the same – ENV 212 is now required instead of “one course to be taken from list 1C”.

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

Existing section allocations from the Science Dean’s office are being used for new ENV courses. ENV 321 and ENV 345 already ran as Special Topics courses (GEOG 300W and 300X, respectively) and were well accommodated within our PGES section allocation.

To include ENV 212 as a required course, the “take one course from List 1C” and all of List 1C was removed.

Timetabling changes include changing ENV 310 and ENV 410 to be offered “every other year” instead of its current annual offering. This was done to create more space for the new ENV courses.

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

There are several course removals from the various Lists in the program. Very few (if any) BES/BES-NS students take the removed courses so impact to enrolments to those courses is expected to be negligible. There are less than 70 students in the BES and BES-NS combined, and they are spread out across years 1 to 4. In any given year, there are approximately 15 BES/BES-NS students looking, for example, to fulfill List 1C. There are several options within each List – in List 1C, there were 16 courses. Therefore, it is reasonable to suggest that impacts on the courses being removed (and their respective departments) will be minimal, if noticeable at all.

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 comments and responses:** (comments also apply to the BES-NS)

- Rationale for the removal of PSYC 110 (that it will help students who may wish to enroll in other STAT courses) is in the area of advising rather than a sufficient rationale for this change.  
*I'm not sure what this comment is asking – perhaps confirmation from advising? We have noted that some students, especially from the BES-NS, have trouble qualifying for other required science courses if they've only taken PSYC 110.*
- Memo #9 notes that “very few” program students take the courses that are being removed. How many is very few? Has the College of Arts been consulted to confirm impact on courses in their area?  
*There are less than 70 students in the BES and BES-NS combined, and they are spread out across years 1 to 4. In any given year, there are approximately 15 BES/BES-NS students looking, for example, to fulfill List 1B. There are several options within each List. Therefore, it is reasonable to suggest that impacts on the courses being removed (and their respective departments) will be minimal, if noticeable at all.*
- The new upper-level ENV courses are only being included as electives; these programs do not include many ENV courses, and these new courses have differential tuition that may make them less appealing to students.  
*There is no price/tuition differential between ENV and other courses. Yes, this was originally meant to be the plan but it never came to be.*

# Bachelor of Environmental Studies degree

## Entrance requirements

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

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note) and a minimum of a B average in two additional [Approved Grade 12 courses](#).
- ~~2,3.~~ Prerequisites for **STAT 104** or **STAT 106**

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

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

1. Prerequisites for [ENGL 105](#) or [CMNS 125](#).
- ~~1,2.~~ Prerequisites for **STAT 104** or **STAT 106**.
- ~~2,3.~~ One of the following:
  - o A minimum GPA of 2.50 on the last 18 credits of university-level courses attempted, including completion of GEOG111 and GEOG 103 with a grade of C or better.
  - o Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 ~~on all credits attempted~~.
  - o Completion of a minimum of nine credits in courses numbered at the 100 level and above, transferable to a degree program, with a minimum GPA of 3.00 ~~on all credits attempted~~.

- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), ~~calculated on all courses taken~~.
- Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's **Subsequent and Concurrent Bachelor Degree policy (98)**.

### Option 3: Combined post-secondary/secondary school admission

Students who have attended or are currently attending a post-secondary institution, have fewer than 30 credits applicable for BA entrance at the time they apply for admission, and have a minimum CGPA of 2.00 ~~on all post-secondary courses attempted~~, may be considered for admission based on secondary school requirements.

Students who do not meet these requirements might consider **Qualifying Studies** and/or a meeting with an Academic Advisor.

...

### Program outline

BES students are required to take the following:

#### Environmental core: 20–26 credits

| Course             | Title                                   | Credits |
|--------------------|-----------------------------------------|---------|
| CMNS 257/ GEOG 257 | Environment: Science and Communications | 3       |
| ENV 200            | Living in Our Watershed                 | 4       |
| ENV 310            | Leadership in Environmental Professions | 3       |

|                    |                                                             |     |
|--------------------|-------------------------------------------------------------|-----|
| <b>or PORT 398</b> | <a href="#">Portfolio I: Bridging University and Career</a> |     |
| ENV 410            | Environmental Seminar                                       | 4   |
| GEOG 111           | Environmental Issues and Strategies                         | 3   |
| PHIL 318           | Environmental Ethics                                        | 3   |
| <b>One of:</b>     |                                                             | 0-6 |
| COOP 110           | Co-op Work Term Performance and Report I (see Note 1)       |     |
| GEOG 412           | Environmental Geography Practicum                           |     |
| <b>or</b>          | Demonstration of previous environmental work (see Note 2)   |     |

Note 1: Students must be admitted to the [Co-operative Education](#) program in order to take COOP courses. Co-op students may use two additional COOP courses in place of two electives.

Note 2: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes is subject to program chair review. See the [BES website](#) for more details.

## Research, methods, and engagement core: [1920](#)-22 credits

| Course                         | Title                                                            | Credits           |
|--------------------------------|------------------------------------------------------------------|-------------------|
| CMNS 125                       | Communicating Professionally to Academic and Workplace Audiences | 3                 |
| <b>or</b> ENGL 105             | Academic Writing                                                 |                   |
| <a href="#">ENV 212</a>        | <a href="#">Environmental Field and Lab Techniques</a>           | <a href="#">4</a> |
| GEOG 253                       | Introduction to Geographic Information Systems                   | 4                 |
| <b>or</b> GEOG 357/<br>BIO 357 | Conservation GIS                                                 |                   |
| PHIL 100                       | Reasoning: An Introduction to Critical Thinking                  | 3                 |
| <b>One of:</b> (see Note 1)    |                                                                  | 3-4               |
| <a href="#">PSYC 110</a>       | <a href="#">Applied Statistical Analysis in Psychology</a>       |                   |
| STAT 104                       | Introductory Statistics                                          |                   |
| STAT 106                       | Statistics I                                                     |                   |
| STAT 270/ MATH 270             | Introduction to Probability and Statistics                       |                   |
| <b>Plus:</b>                   |                                                                  |                   |

|  |                                                                                                         |     |
|--|---------------------------------------------------------------------------------------------------------|-----|
|  | One course from <a href="#">List 1C</a> (see Note 2): Professional and Research Skills (lower-level)    | 3–4 |
|  | One course from <a href="#">List 2B</a> (see Note 2): Professional and Research Skills II (upper-level) | 3–4 |

Note 1: Students are encouraged to complete their Statistics requirement within the first 30 credits (direct entry) or first year in the program (transfer students).

Note 2: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

### Breadth requirements: 34–38 credits

| Course                   | Title                                                          | Credits |
|--------------------------|----------------------------------------------------------------|---------|
|                          | One course from <a href="#">List 1A</a> : Society and Culture  | 3–4     |
|                          | One course from <a href="#">List 1B</a> : Political Economy    | 3       |
| GEOG 103                 | The Physical Environment                                       | 4       |
| GEOG 201                 | Climate and People                                             | 4       |
| or GEOG 202              | Understanding Your Earth: Landforms and Processes              |         |
| <b>One of:</b>           |                                                                | 3       |
| AGRI 124                 | Introduction to Horticulture                                   |         |
| AGRI 163                 | Pest Biology and Identification                                |         |
| <a href="#">AGRI 203</a> | <a href="#">Fundamentals of Integrated Pest Management</a>     |         |
| AGRI 204                 | Introduction to Soils and Soil Fertility                       |         |
| AGRI 220                 | Plants in the Landscape                                        |         |
| AGRI 237                 | Introduction to the Health of Farm Animals                     |         |
| AGRI 238                 | Equine Production and Management                               |         |
| AGRI 239                 | Management and Production of Beef, Sheep, and Goats            |         |
| <a href="#">AGRI 306</a> | <a href="#">Field Techniques in Integrated Pest Management</a> |         |
| AGRI 256                 | Management and Production of Poultry and Swine                 |         |
| <b>One of:</b>           |                                                                | 4       |
| BIO 106                  | Ecology from an Urban Perspective                              |         |

|                   |                                                                               |     |
|-------------------|-------------------------------------------------------------------------------|-----|
| BIO 210           | Introduction to Ecology                                                       |     |
| BIO 219/ GEOG 219 | Biogeography                                                                  |     |
| <b>Plus:</b>      |                                                                               |     |
| GEOG 331          | Environmental Assessment and Management                                       | 4   |
|                   | Two courses from <a href="#">List 2A</a> : Society, Culture, and Economy      | 6–8 |
|                   | One course from <a href="#">List 2B</a> : Professional and Research Skills II | 3–4 |

## Elective courses

Students will also complete 34–47 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

## Thematic lists

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details.

### List 1A: Society and Culture

| Course                   | Title                                                            | Credits           |
|--------------------------|------------------------------------------------------------------|-------------------|
| AH 270                   | Architecture and Nature: Building Between Earth and Sky          | 3                 |
| ANTH 268                 | Culture and Environment                                          | 3                 |
| ENGL 215                 | Creative Writing: Creative Non-fiction                           | 3                 |
| GEOG 109/ GDS 100        | A World of Development                                           | 3                 |
| GEOG 130                 | Geography of Canada                                              | 3                 |
| GEOG 140                 | Human Geography                                                  | 3                 |
| HIST 100E                | Introduction to World History                                    | 3                 |
| IPK 102                  | Introduction to Indigenous Studies                               | 3                 |
| <a href="#">MACS 130</a> | <a href="#">Introduction to Digital Media and Communications</a> | <a href="#">3</a> |
| <a href="#">MACS 210</a> | <a href="#">History of Communication</a>                         | <a href="#">3</a> |
| MACS 240                 | Media, Money, and Power                                          | 3                 |
| SOC 247                  | Culture of Capitalism                                            | 3                 |



|                   |                                              |   |
|-------------------|----------------------------------------------|---|
| SOC 260/ ANTH 260 | Food for Thought: Food, Culture, and Society | 3 |
| SOC 289           | Sociology of Animals in Western Society      | 3 |

### List 1B: Political Economy

| Course             | Title                        | Credits |
|--------------------|------------------------------|---------|
| ECON 100           | Principles of Microeconomics | 3       |
| ECON 101           | Principles of Macroeconomics | 3       |
| ECON 242/ GEOG 242 | Economic Geography           | 3       |

### List 1C: Professional and Research Skills

| Course                      | Title                                           | Credits |
|-----------------------------|-------------------------------------------------|---------|
| AGRI-247                    | Enterprise Project: Part I                      | 3       |
| BUS-204                     | Introduction to Non-Profit Management           | 3       |
| CIS-145                     | Web Publishing                                  | 3       |
| CMNS-180                    | Introduction to Intercultural Communication     | 3       |
| CMNS-235                    | Public Speaking                                 | 3       |
| CMNS-251                    | Professional Report Writing                     | 3       |
| COMP-120                    | Computing for the Sciences                      | 3       |
| GD-157                      | Digital Design Media I                          | 3       |
| GD-159                      | Digital Design Media II                         | 3       |
| GD-202                      | Interactive Design I: Foundations in Web Design | 3       |
| GEOG-252                    | Explanation in Geography: Quantitative Methods  | 4       |
| PSYC-202                    | Research Methods in Psychology                  | 4       |
| SOC-255/ ANTH-255/ MACS-255 | Introduction to Social Research                 | 3       |
| VA-180                      | Digital Photography                             | 3       |
| VA-271                      | Image, Sound, and Performance Art I             | 3       |

### List 2A: Society, Culture, and Economy

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|                                  |                                                                                    |              |
|----------------------------------|------------------------------------------------------------------------------------|--------------|
| AGRI 371                         | Sustainable Holistic Agriculture: Planning and Practices<br><del>Agroecology</del> | 3            |
| <del>BUS 400</del>               | <del>Business and Society</del>                                                    | <del>3</del> |
| <del>ECON 352</del>              | <del>Technological Progress and Economic Growth</del>                              | <del>3</del> |
| ECON 361/<br>GEOG 361            | Environmental Economics                                                            | 3            |
| ENV 330                          | Sustainable Fashion                                                                | 4            |
| GDS 332                          | Refugees, Displacement, and Development                                            | 4            |
| GEOG 311                         | Global Resources and Environment                                                   | 4            |
| GEOG 312                         | Political Ecology                                                                  | 4            |
| GEOG 314                         | Geography of Food                                                                  | 4            |
| GEOG 340/ GDS<br>340             | Geographies of Development: Landscapes of Inequality                               | 4            |
| GEOG 360                         | Introduction to Regional and Community Planning                                    | 4            |
| GEOG 364                         | International Planning and Development Policy:<br>Adapting to Climate Change       | 4            |
| IPK 386                          | Indigenous Worldviews of Turtle Island                                             | 3            |
| IPK 401                          | Indigenous Worldviews and Spirituality                                             | 4            |
| <del>PHIL 412</del>              | <del>Corporations, Globalization, and Ethics (formerly PHIL<br/>312)</del>         | <del>3</del> |
| PSYC 364                         | Environmental Psychology                                                           | 3            |
| RLST 380                         | Religion, Nature, and Science                                                      | 3            |
| SOC 346                          | Environmental Justice                                                              | 4            |
| SOC 348                          | Social Movements                                                                   | 4            |
| <del>SOC 360/ ANTH<br/>360</del> | <del>Eating and Thinking: Food, Identity, and Power in Global<br/>Societies</del>  | <del>4</del> |
| SOC 368/ ANTH<br>368             | Environment and Society (formerly SOC 468/ANTH 468)                                | 4            |

## List 2B: Professional and Research Skills [H](#)

| Course              | Title                                                  | Credits      |
|---------------------|--------------------------------------------------------|--------------|
| CMNS 312            | Public Relations Campaigns                             | 3            |
| CMNS 325            | Writing for the Sciences and Technologies              | 3            |
| CMNS 335            | Advanced Public Speaking                               | 4            |
| CMNS 360            | Advocacy Writing                                       | 3            |
| <del>CMNS 375</del> | <del>Understanding Design for Print Publications</del> | <del>3</del> |

|                                                 |                                                                                     |                   |
|-------------------------------------------------|-------------------------------------------------------------------------------------|-------------------|
| <a href="#">CMNS 380</a>                        | <a href="#">The Cross-Generational Workplace</a>                                    | <a href="#">3</a> |
| CMNS 465                                        | Grant and Proposal Writing                                                          | 3                 |
| CMNS 480/ MACS 480                              | Crisis Communications                                                               | 4                 |
| <a href="#">ENGL 373/ JRNL 373</a>              | <a href="#">Creative Writing: Advanced Creative Non-Fiction</a>                     | <a href="#">4</a> |
| <a href="#">ENV 345</a>                         | <a href="#">Invasive Species Management</a>                                         | <a href="#">4</a> |
| <a href="#">GEOG 252</a>                        | <a href="#">Explanation in Geography: Quantitative Methods</a>                      | <a href="#">4</a> |
| GEOG 353                                        | GIS Applications                                                                    | 4                 |
| GEOG 357/ BIO 357                               | Conservation GIS                                                                    | 4                 |
| GEOG 453                                        | Remote Sensing of the Environment                                                   | 4                 |
| GEOG 454                                        | Geospatial Data Analysis and Modeling                                               | 4                 |
| IPK 344/ ANTH 344/<br>SOC 344                   | Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444)               | 4                 |
| <a href="#">JRNL 300/ CMNS 300</a>              | <a href="#">Introduction to the Practice of Journalism (discontinued)</a>           | <a href="#">3</a> |
| JRNL 301/ CMNS 301                              | <a href="#">Advanced Practice of Multimedia Journalism</a>                          | 4                 |
| MEDA 469                                        | Design Thinking for Creative Leadership                                             | 3                 |
| <a href="#">PHIL 305</a>                        | <a href="#">Philosophy of Decision Making and Dispute Resolution (discontinued)</a> | <a href="#">3</a> |
| <a href="#">PLAN 366</a>                        | <a href="#">Resiliency Principles and Spatial Planning</a>                          | <a href="#">4</a> |
| <a href="#">PHIL 310</a>                        | <a href="#">Ethics and Public Policy (discontinued)</a>                             | <a href="#">3</a> |
| <a href="#">SOC 313/ GEOG 313</a>               | <a href="#">Agriculture and Rural Life</a>                                          | <a href="#">4</a> |
| <a href="#">SOC 352/ POSC 352</a>               | <a href="#">Public Policy Analysis</a>                                              | <a href="#">4</a> |
| <a href="#">SOC 353</a>                         | <a href="#">Program Evaluation</a>                                                  | <a href="#">4</a> |
| <a href="#">SOC 255/ ANTH 255/<br/>MACS 255</a> | <a href="#">Introduction to Social Research</a>                                     | <a href="#">3</a> |
| SOC 355/ ANTH 355/<br>MACS 355                  | Quantitative Research Methods                                                       | 4                 |
| SOC 356/ ANTH 356/<br>MACS 356                  | Qualitative Research Methods                                                        | 4                 |
| SOC 357                                         | Advanced Research Methods                                                           | 4                 |
| <a href="#">SOC 358</a>                         | <a href="#">Advanced Research on a Selected Topic</a>                               | <a href="#">4</a> |
| <a href="#">SOC 475</a>                         | <a href="#">Communities, Difference, and Belonging</a>                              | <a href="#">4</a> |
| STAT 307                                        | Data Visualization                                                                  | 3                 |
| STAT 315                                        | Applied Regression Analysis                                                         | 3                 |
| STAT 330                                        | Design of Experiments                                                               | 3                 |
| STAT 350                                        | Survey Sampling                                                                     | 3                 |

|                                          |                                                    |                   |
|------------------------------------------|----------------------------------------------------|-------------------|
| <a href="#">VA 365/FILM 365/JRNL 365</a> | <a href="#">Documentary Video Storytelling</a>     | <a href="#">3</a> |
| <a href="#">VA 371</a>                   | <a href="#">New Media III: Interactive Art</a>     | <a href="#">3</a> |
| <a href="#">VA 372</a>                   | <a href="#">New Media IV: Project in New Media</a> | <a href="#">3</a> |
| VA 390                                   | Community Arts Practice                            | 3                 |

## List 2C: Sciences II

| Course                  | Title                                                    | Credits           |
|-------------------------|----------------------------------------------------------|-------------------|
| AGRI 311                | Sustainable Soil Management                              | 3                 |
| AGRI 321                | Vegetable Crop Production: Science and Practice          | 3                 |
| AGRI 323                | Fruit Crop Production: Science and Practice              | 3                 |
| AGRI 324                | Greenhouse Production: Science and Practice              | 3                 |
| AGRI 327                | Nursery Production and Propagation: Science and Practice | 3                 |
| AGRI 328                | Forage Crop Production: Science and Practice             | 3                 |
| AGRI 331                | Dairy Herd Management: Science and Practice              | 3                 |
| <a href="#">BIO 307</a> | <a href="#">Anatomy and Diversity of Plants</a>          | <a href="#">4</a> |
| BIO 310                 | Conservation Biology                                     | 3                 |
| BIO 330                 | Plants and Animals of British Columbia                   | 4                 |
| BIO 335/ GEOG 335       | Freshwater Ecology                                       | 4                 |
| <a href="#">BIO 340</a> | <a href="#">Population and Community Ecology</a>         | <a href="#">4</a> |
| <a href="#">BIO 360</a> | <a href="#">Insect Biology</a>                           | <a href="#">4</a> |
| BIO 370                 | Introduction to Mycology                                 | 4                 |
| <a href="#">BIO 380</a> | <a href="#">Ornithology</a>                              | <a href="#">4</a> |
| <a href="#">BIO 390</a> | <a href="#">Animal Behaviour</a>                         | <a href="#">4</a> |
| <a href="#">BIO 408</a> | <a href="#">Directed Studies in Biology I</a>            | <a href="#">3</a> |
| <a href="#">BIO 409</a> | <a href="#">Directed Studies in Biology II</a>           | <a href="#">6</a> |
| BIO 410/ GEOG 410       | Plant Ecology                                            | 4                 |
| <a href="#">BIO 418</a> | <a href="#">Ethnobotany</a>                              | <a href="#">4</a> |
| <a href="#">BIO 421</a> | <a href="#">Special Topics in Applied Biology</a>        | <a href="#">4</a> |
| BIO 426                 | Environmental Microbiology                               | 4                 |
| BIO 430                 | Forest Ecology                                           | 3                 |
| <a href="#">BIO 497</a> | <a href="#">Topical Biology Seminar</a>                  | <a href="#">4</a> |

|                         |                                             |                   |
|-------------------------|---------------------------------------------|-------------------|
| <a href="#">ENV 321</a> | <a href="#">Science of Waste Management</a> | <a href="#">4</a> |
| <a href="#">ENV 345</a> | <a href="#">Invasive Species Management</a> | <a href="#">4</a> |
| GEOG 302                | River Geomorphology                         | 4                 |
| GEOG 303                | Environmental Hydrology                     | 4                 |
| GEOG 304                | Coasts and Climate Change                   | 4                 |
| GEOG 307                | Urban Climatology                           | 4                 |
| GEOG 308                | Climate Change and Variability              | 4                 |
| GEOG 315                | Soilscales                                  | 4                 |
| GEOG 318                | Water Resources Management                  | 4                 |
| GEOG 319/ BIO 319       | Swamps and Bogs                             | 4                 |
| GEOG 402                | Quaternary Geology and Geomorphology        | 4                 |
| GEOG 419/ BIO 419       | Paleoecology                                | 4                 |
| IPK 477/BIO 477         | Traditional Ecological Knowledges           | 4                 |

Note [1](#): No more than four credits may be in directed studies/directed readings courses.

[Note 2: Students choosing to take lower-level courses in List 2B must ensure that they still meet the prerequisites for the required upper-level courses.](#)

**Memo for Program Changes**

To: FSCC, SFC, and UEC

From: Stefania Pizzirani, Chair, Environmental Studies CC

Date: September 25, 2023

**Subject: Updates to the Bachelor of Environmental Studies – Natural Sciences (BES-NS) Course Calendar**

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

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☒ Other – Please specify:
  - Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.
  - Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.
  - Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core.
  - Addition of GEOG 130 (Geography of Canada) to the List 1A (Society and Culture).
  - Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.
  - Removal of BUS 400, CHEM 311, CHEM 312, CHEM 412, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, VA 372, MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.
  - Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).
  - Addition of GEOG 252 and SOC/ANTH/MACS 255 to List 2B.
  - Addition of BIO 307, BIO 390, and BIO 418 to List 2C.
  - Addition of “Note 2” at the end of List 2C.
  - Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).
  - Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).

2. Rationale for change(s):

Various changes have been made to the BES course calendar which will help students progress through the degree program with greater ease. Three new ENV courses are also being added that will enhance the relevancy and usefulness of the program. The following updates (and associated reasoning) have been made to the BES course calendar:

- **Removal of PORT 398 (Portfolio I: Bridging University and Career) from the Environmental Core.** This was done because we developed a new course (ENV 310, Leadership in Environmental Professions) that discusses similar content to PORT 398 but does so from an environmental perspective. ENV 310 also goes a bit further with skill sets such as project management, conflict resolution, and inclusive leadership practices. ENV 310 is the best fit for the program.
- **Addition of ENV 212 (Environmental Field and Lab Techniques) to the Research, methods, and engagement core.** This is a newly created course and is being added as a required course due to its highly relevant subject material to the program and to various environmental careers. The course will help prepare students for upper-level field-based courses. The course will offer the skills needed by graduates of the program that are required in their certification as Applied Science Technologist (AScT) or Certified Technician (CTech).
- **Removal of PSYC 110 (Applied Statistical Analysis in Psychology) from the Research, methods, and engagement core.** Without PSYC 110, our students will therefore have to take at least one STAT course which will help them enroll in other 2<sup>nd</sup>- and 3<sup>rd</sup>-year STAT courses (should they wish to do so). PSYC 110 did not ladder into other courses described in any of the Lists in the program.
- **Addition of GEOG 130 (Geography of Canada) to the List 1A (Society and Culture).** This was an oversight – GEOG 130 should have always been listed in List 1A.
- **Removal of List 1C (Professional and Research Skills) from the Research, methods, and engagement core.** This was a long list of courses that were contributing differing skill sets for students. However, with the creation and requirement of ENV 212 (see above), List 1C is now redundant - students will be receiving the anticipated “professional and research” skills exclusively and consistently from ENV 212.
- **The other Lists (List 2A, 2B, and 2C) were reviewed and each course was evaluated for their pre-requisites.** If a listed course required two or more pre-requisites that are not included elsewhere in the BES-NS, then it is now removed. This will help reduce the overwhelming amount of option for students as well as give them course options that they can more likely enroll in. The courses removed for this reason are: BUS 400, CHEM 311, CHEM 312, CHEM 412, ECON 352, PHIL 412, SOC/POSC 352, SOC 353, SOC 358, SOC/ANTH 360, SOC 475, VA 365, VA 371, and VA 372.
- **The other Lists (List 2A, 2B, and 2C) were reviewed and courses were removed that have been discontinued or are not highly relevant to environmental careers.** These include:

MACS 130, MACS 210, CMNS 375, CMNS 380, ENGL/JRNL 373, JRNL/CMNS 300, PHIL 305, PHIL 310, and SOC/GEOG 313.

- **Addition of ENV 345 (Invasive Species Management) to List 2B (Professional and Research Skills) and List 2C (Sciences).** We aim to add ENV 345 into both Lists as it is an equal blend of biology-ecology and environmental management research. Students will only be allowed to count ENV 345 towards List 2B or List 2C requirements.
  - **Addition of two courses from the now deleted List 1C to List 2B. The two courses are GEOG 252 (Explanation in Geography: Quantitative Methods) and SOC/ANTH/MACS 255 (Introduction to Social Research).** Both GEOG 252 and SOC/ANTH/MACS 255 are important to keep as an option for students as they are highly relevant to environmental careers. They both ladder into other respective courses in the upper-level Lists.
  - **Addition of BIO 307, BIO 390, and BIO 418 to List 2C.** These BIO courses relate to the environmental context, and have limited prerequisites and so BES-NS students can feasibly register for these courses given the existing structure of the BES-NS.
  - **Addition of “Note 2” at the end of List 2C.** This Note 2 helps to clarify the previous point by stating that “Students choosing to take lower-level courses in List 2B must ensure that they still meet the required 45 upper-level course credits required for this degree.”
  - **Addition of PLAN 366 (Resiliency Principles and Spatial Planning) to the List 2B (Professional and Research Skills).** This course is relevant to the program as it highlights the planning challenges and opportunities presented by climate change.
  - **Addition of ENV 321 (Science of Waste Management) to List 2C (Sciences).** This course covers the science behind waste production, removal, and degradation. Waste is one of the most significant environmental challenges at the moment and is highly relevant to the program.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:
- The program outcomes are not changed and are only strengthened with the addition/deletion of the aforementioned courses.
4. What consideration has been given to Indigenizing the curriculum?
- All new courses are developed with Indigenization in mind. For example, ENV 212, ENV 310, ENV 321, and ENV 345 all have several explicit ways of representing Indigenous knowledge, perspectives, and science into the course content. Such content as the Guardians toolkit for field data collection, Two-Eyed Seeing approaches to environmental stewardship, inclusive leadership practices, TEK regarding native species, and more are discussed and utilized in our courses.
5. Will additional resources be required? If so, how will these costs be covered?
- No additional resources will be required.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?



Students will be positively impacted in our program with a more streamlined set of course options. In particular, the addition of new ENV courses are of interest to BES/BES-NS students as well as students across campus due to their timely nature. New ENV courses are created because of urgent needs seen in municipalities, in media, and in advertised jobs. It is hoped that these changes will help increase enrolment in the program.

There are nearly 70 students in the BES/BES-NS programs, and around 15 are new to the programs this year. A conservative estimate is that about 50 students will be positively impacted by these changes.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The Research, methods, and engagement core now has a range of 20-22 credits (instead of 19-22 credits) due to the removal of List 1C and the addition of ENV 212. The total number of courses remains the same – ENV 212 is now required instead of “one course to be taken from list 1C”.

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

Existing section allocations from the Science Dean’s office are being used for new ENV courses. ENV 321 and ENV 345 already ran as Special Topics courses (GEOG 300W and 300X, respectively) and were well accommodated within our PGES section allocation.

To include ENV 212 as a required course, the “take one course from List 1C” and all of List 1C was removed.

Timetabling changes include changing ENV 310 and ENV 410 to be offered “every other year” instead of its current annual offering. This was done to create more space for the new ENV courses.

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

There are several course removals from the various Lists in the program. Very few (if any) BES/BES-NS students take the removed courses so impact to enrolments to those courses is expected to be negligible. There are less than 70 students in the BES and BES-NS combined, and they are spread out across years 1 to 4. In any given year, there are approximately 15 BES/BES-NS students looking, for example, to fulfill List 1C. There are several options within each List – in List 1C, there were 16 courses. Therefore, it is reasonable to suggest that impacts on the courses being removed (and their respective departments) will be minimal, if noticeable at all.

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 comments and responses:** same comments as for the BES

## Bachelor of Environmental Studies (Natural Sciences) degree

### Entrance requirements

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

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note 1).
3. Prerequisites for [BIO 111](#).
4. Prerequisites for [CHEM 110](#) (See Note 2).
5. Prerequisites for [STAT 104](#) or [STAT 106](#).

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

Note 2: Applicants who plan to complete additional Chemistry should complete the prerequisites for CHEM 113 while in secondary school or through upgrading once at UFV. See CHEM 113 for the current prerequisites for this course.

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

1. Prerequisites for [ENGL 105](#) or [CMNS 125](#).
2. Prerequisites for [BIO 111](#).
3. Prerequisites for [CHEM 110](#).
4. Prerequisites for [STAT 104](#) or [STAT 106](#).
5. One of the following:

- A minimum CGPA of 2.50 on the last 18 credits of university-level courses attempted, including completion of GEOG 111 and GEOG 103, with a grade of C or better.
- Completion of a minimum of 30 credits in courses numbered at the 100 level and above, with a CGPA of 2.00 ~~on all credits attempted~~.
- Completion of a minimum of nine transferable credits in courses numbered at the 100 level and above, with a minimum CGPA of 3.00 ~~on all credits attempted~~.
- Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or international post-secondary institution, with a minimum CGPA of 2.50 (equated to the UFV grading scheme), ~~calculated on all courses taken~~.
- Completion of a three- or four-year Bachelor degree from a recognized Canadian or International institution, with a minimum GPA of 2.00 (equated to the UFV grading scheme). Students who have completed a previous degree are governed by UFV's **Subsequent and Concurrent Bachelor Degree policy (98)**.

Students who do not meet these requirements might consider **Qualifying Studies** and/or a meeting with an Academic Advisor.

...

## Program outline

BES (Natural Sciences) students are required to take the following:

### Environmental core: 24–30 credits

| Course             | Title                                   | Credits |
|--------------------|-----------------------------------------|---------|
| CMNS 257/ GEOG 257 | Environment: Science and Communications | 3       |
| ENV 200            | Living in Our Watershed                 | 4       |

|                        |                                                           |     |
|------------------------|-----------------------------------------------------------|-----|
| ENV 310                | Leadership in Environmental Professions                   | 3   |
| <del>or PORT 398</del> | <del>Portfolio I: Bridging University and Career</del>    |     |
| ENV 410                | Environmental Seminar                                     | 4   |
| GEOG 111               | Environmental Issues and Strategies                       | 3   |
| GEOG 331               | Environmental Assessment and Management                   | 4   |
| PHIL 318               | Environmental Ethics                                      | 3   |
| <b>One of:</b>         |                                                           | 0-6 |
| COOP 110               | Co-op Work Term Performance and Report I (see Note 1)     |     |
| GEOG 412               | Environmental Geography Practicum                         |     |
|                        | Demonstration of previous environmental work (see Note 2) |     |

Note 1: Students must be admitted to the [Co-operative Education](#) program in order to take COOP courses. COOP 110 is the only COOP course that may be used toward program requirements.

Note 2: Demonstration of previous environmental work (paid or unpaid) corresponding to professional competency learning outcomes is subject to program chair review. See the [BES website](#) for more details.

## Research, methods, and engagement core: ~~23~~4–26 credits

| Course                                        | Title                                                            | Credits      |
|-----------------------------------------------|------------------------------------------------------------------|--------------|
| CMNS 125                                      | Communicating Professionally to Academic and Workplace Audiences | 3            |
| <del>or ENGL 105</del>                        | <del>Academic Writing</del>                                      |              |
| <del>ENV 212</del>                            | <del>Environmental Field and Lab Techniques</del>                | <del>4</del> |
| GEOG 253                                      | Introduction to Geographic Information Systems                   | 4            |
| GEOG 353                                      | GIS Applications                                                 | 4            |
| <del>or GEOG 357/</del><br><del>BIO 357</del> | <del>Conservation GIS</del>                                      |              |
| PHIL 100                                      | Reasoning: An Introduction to Critical Thinking                  | 3            |
| <b>One of:</b> (see Note 1)                   |                                                                  | 3-4          |
| <del>PSYC 110</del>                           | <del>Applied Statistical Analysis in Psychology</del>            |              |
| STAT 104                                      | Introductory Statistics                                          |              |

|                    |                                                                                                         |     |
|--------------------|---------------------------------------------------------------------------------------------------------|-----|
| STAT 106           | Statistics I                                                                                            |     |
| STAT 270/ MATH 270 | Introduction to Probability and Statistics                                                              |     |
| <b>Plus:</b>       |                                                                                                         |     |
|                    | One course from <a href="#">List 1C</a> (see Note 2): Professional and Research Skills (lower-level)    | 3-4 |
|                    | One course from <a href="#">List 2B</a> (see Note 2): Professional and Research Skills II (upper-level) | 3-4 |

Note 1: Students are encouraged to complete their Statistics requirement within the first 30 credits (direct entry) or first year in the program (transfer students).

Note 2: Environmental careers are very diverse, with many requiring practical experience in communications and media, GIS, statistics, and others demanding graduate-level study. Because students will choose to pursue different pathways, they are encouraged to select the Professional and Research Skills course of greatest relevance to their goals.

## Breadth requirements: 53-61 credits

| Course                      | Title                                                         | Credits |
|-----------------------------|---------------------------------------------------------------|---------|
|                             | One course from <a href="#">List 1A</a> : Society and Culture | 3-4     |
|                             | One course from <a href="#">List 1B</a> : Political Economy   | 3       |
| BIO 111                     | Introductory Biology I                                        | 5       |
| BIO 112                     | Introductory Biology II                                       | 5       |
| BIO 210                     | Introduction to Ecology                                       | 4       |
| <b>or</b> BIO 219/ GEOG 219 | Biogeography                                                  |         |
| CHEM 110                    | Introductory Chemistry (see Note 1)                           | 4-5     |
| <b>or</b> CHEM 113          | Principles of Chemistry I (see Note 1)                        |         |
| GEOG 103                    | The Physical Environment                                      | 4       |
| GEOG 201                    | Climate and People                                            | 4       |
| <b>or</b> GEOG 202          | Understanding Your Earth: Landforms and Processes             |         |
| <b>One of:</b>              |                                                               | 3       |
| AGRI 124                    | Introduction to Horticulture                                  |         |
| AGRI 163                    | Pest Biology and Identification                               |         |

|              |                                                                          |       |
|--------------|--------------------------------------------------------------------------|-------|
| AGRI 203     | Fundamentals of Integrated Pest Management                               |       |
| AGRI 204     | Introduction to Soils and Soil Fertility                                 |       |
| AGRI 220     | Plants in the Landscape                                                  |       |
| AGRI 237     | Introduction to the Health of Farm Animals                               |       |
| AGRI 238     | Equine Production and Management                                         |       |
| AGRI 239     | Management and Production of Beef, Sheep, and Goats                      |       |
| AGRI 256     | Management and Production of Poultry and Swine                           |       |
| AGRI 306     | Field Techniques in Integrated Pest Management                           |       |
| <b>Plus:</b> |                                                                          |       |
|              | One courses from <a href="#">List 2A</a> : Society, Culture, and Economy | 3-4   |
|              | Five courses from <a href="#">List 2C</a> : Sciences II (see Note 2)     | 15-20 |

Note 1: Students wishing to complete additional courses in Chemistry will be required to take CHEM 113 and CHEM 114. Please see calendar for prerequisites for CHEM 113. Courses in 200-level Chemistry and above are highly recommended for students continuing on into Environmental Science employment and graduate school.

Note 2: Students wishing to apply for the Professional Agrologist (P.Ag.) designation will need to take courses from this list that fits the [B.C. Institute of Agrologists](#)' definition of "agrology". These students are also encouraged to complete a sixth course from List 2C, including one or more upper-level AGRI courses.

## Elective courses

Students will also complete 7-24 elective credits. A minimum of 45 upper-level credits are required to complete the degree.

## Thematic lists

Some of the following courses have prerequisites. Please check the [course descriptions](#) section of the calendar for details.

### List 1A: Society and Culture

| Course                   | Title                                                            | Credits           |
|--------------------------|------------------------------------------------------------------|-------------------|
| AH 270                   | Architecture and Nature: Building Between Earth and Sky          | 3                 |
| ANTH 268                 | Culture and Environment                                          | 3                 |
| ENGL 215                 | Creative Writing: Creative Non-fiction                           | 3                 |
| GEOG 109/ GDS 100        | A World of Development                                           | 3                 |
| <a href="#">GEOG 130</a> | <a href="#">Geography of Canada</a>                              | <a href="#">3</a> |
| GEOG 140                 | Human Geography                                                  | 3                 |
| IPK 102                  | Introduction to Indigenous Studies                               | 3                 |
| <a href="#">MACS 130</a> | <a href="#">Introduction to Digital Media and Communications</a> | <a href="#">3</a> |
| <a href="#">MACS 210</a> | <a href="#">History of Communication</a>                         | <a href="#">3</a> |
| MACS 240                 | Media, Money, and Power                                          | 3                 |
| SOC 247                  | Culture of Capitalism                                            | 3                 |
| SOC 260/ ANTH 260        | Food for Thought: Food, Culture, and Society                     | 3                 |
| SOC 289                  | Sociology of Animals in Western Society                          | 3                 |

### List 1B: Political Economy

| Course             | Title                        | Credits |
|--------------------|------------------------------|---------|
| ECON 100           | Principles of Microeconomics | 3       |
| ECON 101           | Principles of Macroeconomics | 3       |
| ECON 242/ GEOG 242 | Economic Geography           | 3       |

### List 1C: Professional and Research Skills

| Course                   | Title                                                       | Credits           |
|--------------------------|-------------------------------------------------------------|-------------------|
| <a href="#">AGRI 247</a> | <a href="#">Enterprise Project: Part I</a>                  | <a href="#">3</a> |
| <a href="#">BUS 204</a>  | <a href="#">Introduction to Non-Profit Management</a>       | <a href="#">3</a> |
| <a href="#">CHEM 241</a> | <a href="#">Analytical Chemistry</a>                        | 4                 |
| <a href="#">CIS 145</a>  | <a href="#">Web Publishing</a>                              | <a href="#">3</a> |
| <a href="#">CMNS 180</a> | <a href="#">Introduction to Intercultural Communication</a> | <a href="#">3</a> |
| <a href="#">CMNS 235</a> | <a href="#">Public Speaking</a>                             | <a href="#">3</a> |
| <a href="#">CMNS 251</a> | <a href="#">Professional Report Writing</a>                 | <a href="#">3</a> |

|                             |                                                 |   |
|-----------------------------|-------------------------------------------------|---|
| COMP 120                    | Computing for the Sciences                      | 3 |
| GD 157                      | Digital Design Media I                          | 3 |
| GD 159                      | Digital Design Media II                         | 3 |
| GD 202                      | Interactive Design I: Foundations in Web Design | 3 |
| GEOG 252                    | Explanation in Geography: Quantitative Methods  | 4 |
| MATH 111                    | Calculus I                                      | 4 |
| MATH 112                    | Calculus II                                     | 4 |
| MATH 118                    | Calculus II for Life Sciences                   | 4 |
| PSYC 202                    | Research Methods in Psychology                  | 4 |
| SOC 255/ ANTH 255/ MACS 255 | Introduction to Social Research                 | 3 |
| VA 180                      | Digital Photography                             | 3 |
| VA 271                      | Image, Sound, and Performance Art I             | 3 |

### List 2A: Society, Culture, and Economy

| Course                | Title                                                                              | Credits |
|-----------------------|------------------------------------------------------------------------------------|---------|
| AGRI 371              | Sustainable Holistic Agriculture: Planning and Practices<br><del>Agroecology</del> | 3       |
| <del>BUS 400</del>    | <del>Business and Society</del>                                                    | 3       |
| <del>ECON 352</del>   | <del>Technological Progress and Economic Growth</del>                              | 3       |
| ECON 361/<br>GEOG 361 | Environmental Economics                                                            | 3       |
| GDS 332               | Refugees, Displacement, and Development                                            | 4       |
| GEOG 311              | Global Resources and Environment                                                   | 4       |
| GEOG 312              | Political Ecology                                                                  | 4       |
| GEOG 314              | Geography of Food                                                                  | 4       |
| GEOG 340/ GDS 340     | Geographies of Development: Landscapes of Inequality                               | 4       |
| GEOG 360              | Introduction to Regional and Community Planning                                    | 4       |
| GEOG 364              | International Planning and Development Policy: Adapting to Climate Change          | 4       |
| <del>IDS 300F</del>   | <del>Interdisciplinary Studies III: Planting Reconciliation</del>                  | 3       |
| IPK 386               | Indigenous Worldviews of Turtle Island                                             | 3       |
| IPK 401               | Indigenous Worldviews and Spirituality                                             | 4       |



|                                   |                                                                                    |                   |
|-----------------------------------|------------------------------------------------------------------------------------|-------------------|
| <a href="#">PHIL 412</a>          | <a href="#">Corporations, Globalization, and Ethics (formerly PHIL 312)</a>        | <a href="#">3</a> |
| PSYC 364                          | Environmental Psychology                                                           | 3                 |
| RLST 380                          | Religion, Nature, and Science                                                      | 3                 |
| SOC 346                           | Environmental Justice                                                              | 4                 |
| SOC 348                           | Social Movements                                                                   | 4                 |
| <a href="#">SOC 360/ ANTH 360</a> | <a href="#">Eating and Thinking: Food, Identity, and Power in Global Societies</a> | <a href="#">4</a> |
| SOC 368/ ANTH 368                 | Environment and Society (formerly SOC 468/ANTH 468)                                | 4                 |

## List 2B: Professional and Research Skills [H](#)

| Course                             | Title                                                                 | Credits           |
|------------------------------------|-----------------------------------------------------------------------|-------------------|
| CMNS 300/ JRNL 300                 | Introduction to the Practice of Journalism (discontinued)             | 3                 |
| CMNS 301/ JRNL 301                 | Advanced Practice of Journalism                                       | 4                 |
| CMNS 312                           | Public Relations Campaigns                                            | 3                 |
| CMNS 325                           | Writing for the Sciences and Technologies                             | 3                 |
| CMNS 335                           | Advanced Public Speaking                                              | 4                 |
| CMNS 360                           | Advocacy Writing                                                      | 3                 |
| <a href="#">CMNS 375</a>           | <a href="#">Understanding Design for Print Publications</a>           | <a href="#">3</a> |
| <a href="#">CMNS 380</a>           | <a href="#">The Cross-Generational Workplace</a>                      | <a href="#">3</a> |
| CMNS 465                           | Grant and Proposal Writing                                            | 3                 |
| CMNS 480/ MACS 480                 | Crisis Communications                                                 | 4                 |
| <a href="#">ENGL 373/ JRNL 373</a> | <a href="#">Creative Writing: Advanced Creative Non-Fiction</a>       | <a href="#">4</a> |
| <a href="#">ENV 345</a>            | <a href="#">Invasive Species Management</a>                           | <a href="#">4</a> |
| <a href="#">GEOG 252</a>           | <a href="#">Explanation in Geography: Quantitative Methods</a>        | <a href="#">4</a> |
| GEOG 353                           | GIS Applications                                                      | 4                 |
| GEOG 357/ BIO 357                  | Conservation GIS                                                      | 4                 |
| GEOG 453                           | Remote Sensing of the Environment                                     | 4                 |
| GEOG 454                           | Geospatial Data Analysis and Modeling                                 | 4                 |
| IPK 344/ ANTH 344/ SOC 344         | Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444) | 4                 |
| MEDA 469                           | Design Thinking for Creative Leadership                               | 3                 |
| <a href="#">PLAN 366</a>           | <a href="#">Resiliency Principles and Spatial Planning</a>            | <a href="#">4</a> |

|                                |                                                                     |   |
|--------------------------------|---------------------------------------------------------------------|---|
| PHIL 305                       | Philosophy of Decision Making and Dispute Resolution (discontinued) | 3 |
| PHIL 310                       | Ethics and Public Policy (discontinued)                             | 3 |
| SOC 313/ GEOG 313              | Agriculture and Rural Life                                          | 4 |
| SOC 352/ POSC 352              | Public Policy Analysis                                              | 4 |
| SOC 353                        | Program Evaluation                                                  | 4 |
| SOC 255/ ANTH 255/<br>MACS 255 | Introduction to Social Research                                     | 3 |
| SOC 355/ ANTH 355/<br>MACS 355 | Quantitative Research Methods                                       | 4 |
| SOC 356/ ANTH 356/<br>MACS 356 | Qualitative Research Methods                                        | 4 |
| SOC 357                        | Advanced Research Methods                                           | 4 |
| SOC 358                        | Advanced Research on a Selected Topic                               | 4 |
| SOC 475                        | Communities, Difference, and Belonging                              | 4 |
| STAT 307                       | Data Visualization                                                  | 3 |
| STAT 315                       | Applied Regression Analysis                                         | 3 |
| STAT 330                       | Design of Experiments                                               | 3 |
| STAT 350                       | Survey Sampling                                                     | 3 |
| VA 365/ FILM 365/<br>JRNL 365  | Documentary Video Storytelling                                      | 3 |
| VA 371                         | New Media III: Interactive Art                                      | 3 |
| VA 372                         | New Media IV: Project in New Media                                  | 3 |
| VA 390                         | Community Arts Practice                                             | 3 |

## List 2C: Sciences II

| Course   | Title                                                    | Credits |
|----------|----------------------------------------------------------|---------|
| AGRI 311 | Sustainable Soil Management                              | 3       |
| AGRI 321 | Vegetable Crop Production: Science and Practice          | 3       |
| AGRI 323 | Fruit Crop Production: Science and Practice              | 3       |
| AGRI 324 | Greenhouse Production: Science and Practice              | 3       |
| AGRI 327 | Nursery Production and Propagation: Science and Practice | 3       |
| AGRI 328 | Forage Crop Production: Science and Practice             | 3       |
| AGRI 331 | Dairy Herd Management: Science and Practice              | 3       |
| BIO 307  | Anatomy and Diversity of Plants                          | 4       |

|                                                                                                                                                                                                     |                                              |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------|
| BIO 310                                                                                                                                                                                             | Conservation Biology                         | 3                 |
| BIO 330                                                                                                                                                                                             | Plants and Animals of British Columbia       | 4                 |
| BIO 335/ GEOG 335                                                                                                                                                                                   | Freshwater Ecology                           | 4                 |
| BIO 340                                                                                                                                                                                             | Population and Community Ecology             | 4                 |
| BIO 360                                                                                                                                                                                             | Insect Biology                               | 4                 |
| BIO 370                                                                                                                                                                                             | Introduction to Mycology                     | 4                 |
| BIO 380                                                                                                                                                                                             | Ornithology                                  | 4                 |
| <a href="#">BIO 390</a>                                                                                                                                                                             | <a href="#">Animal Behaviour</a>             | <a href="#">4</a> |
| BIO 410/ GEOG 410                                                                                                                                                                                   | Plant Ecology                                | 4                 |
| <a href="#">BIO 418</a>                                                                                                                                                                             | <a href="#">Ethnobotany</a>                  | <a href="#">4</a> |
| BIO 426                                                                                                                                                                                             | Environmental Microbiology                   | 4                 |
| BIO 430                                                                                                                                                                                             | Forest Ecology                               | 3                 |
| <del>CHEM 311</del>                                                                                                                                                                                 | <del>Intermediate Organic Chemistry I</del>  | <a href="#">4</a> |
| <del>CHEM 312</del>                                                                                                                                                                                 | <del>Intermediate Organic Chemistry II</del> | <a href="#">4</a> |
| CHEM 341                                                                                                                                                                                            | Instrumental Analysis/Applied Spectroscopy   | 4                 |
| <del>CHEM 412</del>                                                                                                                                                                                 | <del>Special Topics in Chemistry</del>       | <a href="#">3</a> |
| <a href="#">ENV 321</a>                                                                                                                                                                             | <a href="#">Science of Waste Management</a>  | <a href="#">4</a> |
| <a href="#">ENV 345</a>                                                                                                                                                                             | <a href="#">Invasive Species Management</a>  | <a href="#">4</a> |
| GEOG 302                                                                                                                                                                                            | River Geomorphology                          | 4                 |
| GEOG 303                                                                                                                                                                                            | Environmental Hydrology                      | 4                 |
| GEOG 304                                                                                                                                                                                            | Coasts and Climate Change                    | 4                 |
| GEOG 307                                                                                                                                                                                            | Urban Climatology                            | 4                 |
| GEOG 308                                                                                                                                                                                            | Climate Change and Variability               | 4                 |
| GEOG 315                                                                                                                                                                                            | Soils                                        | 4                 |
| GEOG 318                                                                                                                                                                                            | Water Resources Management                   | 4                 |
| GEOG 319/ BIO 319                                                                                                                                                                                   | Swamps and Bogs                              | 4                 |
| GEOG 402                                                                                                                                                                                            | Quaternary Geology and Geomorphology         | 4                 |
| GEOG 419/ BIO 419                                                                                                                                                                                   | Paleoecology                                 | 4                 |
| IPK 477/BIO 477                                                                                                                                                                                     | Traditional Ecological Knowledges            | 4                 |
| Any BIO or GEOG special topics course, directed studies, or field course designated with an environmental science focus (contact the Biology department or Geography program for more information). |                                              |                   |

Note [1](#): No more than four credits may be in directed studies/directed readings courses.

[Note 2: Students choosing to take lower-level courses in List 2B must ensure that they still meet the prerequisites for the required upper-level courses.](#)

**Memo for Course Discontinuation**

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

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

Date: November 1, 2023

**Subject: Proposal for Discontinuation of IPK 207**

*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: **Over the years the faculty have found students are not prepared for the emotional content or the reflexive practice that this course requires. The faculty are recommending core elements of IPK 207 be incorporated into IPK 302. At first the faculty teaching IPK 207 thought about make IPK 207 and upper-level course, but upon review they noticed significant overlaps in learning outcomes between IPK 207 and IPK 302. Therefore, there is no reason to have two courses.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): **NA**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NA**
5. Which program areas have been consulted about the change(s)? Shirley Hardman, and the Social Work Faculty
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 \(UNDRIP\)](#). **NA**

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? **NA**
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. **NA**
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): **NA**



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURRAY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: IPK 207, INDIGENOUS STUDIES, 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 budgetary review of the implications of the proposed discontinuation of the course IPK 207, and I approve the discontinuation of this course.

Thank you,

A handwritten signature in black ink, appearing to read "Sylvie", is placed below the "Thank you," text.

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: CACC

From: (Lolehawk Buker and Deborah Alexander)

Date: Nov 2, 2023

**Subject: Proposal for revision of [IPK 102 Introduction to Indigenous Studies](#)**

*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 is a six-year review update. New Indigenous faculty have been hired and they bring unique expertise that was not fully captured in the previous version.](#)
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](#)
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)? [The SoJust faculty and Shirley Hardman](#)
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). [This course is a foundational learning opportunity for anyone wanting to understand or contribute to each of the above mentioned plans and policies. The course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty.](#)
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated in the](#)



pedagogical practices used to deliver the course and 75% of the assessment methods draw from a wide variety of approaches to authentic and learner-guided practices.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [No changes in this area are being proposed.](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [Aiming for OER or low cost materials. \\$50.](#)

**CWC comment and response:**

- Learning outcome #6 appears to be written as a course activity rather than an outcome. Suggest rephrasing to “Reflect on...” or similar.

*Individual students will be given opportunities to explore a topic of their choice, some may reflect - while others may gather information without a lot of reflection at this point etc. Research is too high a taxonomy level for a first-year course. The students are truly asked to demonstrate being curious about an issue they are interested in, in context to Indigenous peoples. We can discuss at UEC – but explore is a student-centered learning outcome verb.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 102                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
| <b>Course Full Title:</b> Introduction to Indigenous Peoples Knowledge                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                        |            | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
| <b>Calendar Description:</b><br>Students are introduced to the impacts of colonization and processes of decolonization vital to Indigenous resurgence and empowerment.<br><br>Note: Field trips 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" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Tutorials/workshops</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>450</b></td> </tr> </table> |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>450</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br><br>No |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>450</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>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> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Date of meeting:</b> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |            |                                                                                                         |  |

**IPK 102**
**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 processes of colonization from the Indigenous perspective.
2. Identify local First Nations, organizations, and communities.
3. Develop a decolonizing discourse.
4. Begin to construct personal, political, economic, and social processes of decolonization.
5. Analyze critically contemporary political and social relationships between Indigenous and non-Indigenous entities.
6. Explore an area of interest (e.g., Indigenous women, children, land, environment, politics, governance etc.).

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

|          |     |              |     |                      |     |
|----------|-----|--------------|-----|----------------------|-----|
| Project: | 40% | Assignments: | 35% | Holistic assessment: | 25% |
|          | %   |              | %   |                      | %   |

**Details:** Podcasts, journal reflections, quizzes, photo voice, short writing responses, art projects, self-reflections, blogs, etc.

**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.)*

Class lectures, guest speakers, attendance at local relevant events, research, readings, group work and discussions.

**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. Indigenous knowledge | Chelsey Vowel         | Indigenous Writers: A Guide for First Nations, Metis, and Inuit Issues in Canada | 2016 |
| 2.                      |                       |                                                                                  |      |
| 3.                      |                       |                                                                                  |      |
| 4.                      |                       |                                                                                  |      |
| 5.                      |                       |                                                                                  |      |

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

**Course Content and Topics**

- Colonialism
- Processes of decolonization
- Strengths and impacts on local Indigenous nations and communities
- Exploring specific topics of interest

**Memo for Course Changes**

To: CACC

From: (Dr. Lolahawk Buker and Deb Alexander)

Date: Nov 3, 2023

**Subject: Proposal for revision of [IPK 202 Introduction to Indigenous Resurgence](#).**

*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 changes are being done as part the six-year review process and to incorporate the expertise of new Indigenous faculty. In addition, GDS 100 is being added as a prereq because the many of the instructor permission requests in the past have come from GDS students interested 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 \(ILOs\)](#): [No](#)

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)? [SoJust faculty and Shirley Hardman.](#)

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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
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. [Nothing is changing from the original courses design.](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50.00](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 202                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Indigenous Resurgence                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intro to Indigenous Resurgence                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine the variety of ways in which Indigenous peoples around the world have resisted colonization, revitalized Indigenous knowledge, and shaped Indigenous identities in both the past and the present.                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | GDS 100 or IPK 102.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">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: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25 | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| 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>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> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 26, 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 various forms of Indigenous resistance, locally and globally.
2. Explain processes of Indigenous revitalization and resurgence.
3. Describe a variety of political movements both past and present that were successful or failed in revitalization and/or resurgence (e.g., Constitutional Train, Idle No More, Red Power).
4. Analyze critically current efforts in resurgence pertinent to areas of own interest.

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

|          |     |              |     |                      |     |
|----------|-----|--------------|-----|----------------------|-----|
| Project: | 50% | Assignments: | 25% | Holistic assessment: | 25% |
|          | %   |              | %   |                      | %   |

**Details:**

Projects (50%):

- Research paper related to global resistance: 25%
- Presentation related to local resistance: 25%

Assignments and holistic Assessment: podcasts, journal reflections, quizzes, photo voice, short writing responses, art projects, self-reflections, blogs, etc.

**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 | J. Edward Chamberlin  | If this is your land, Where are your Stories?/ Penguin Random House | 2004 |
| 2. Textbook | Leanne Simpson        | Dancing on a Turtles Back/ ARP Books                                | 2011 |
| 3. Textbook | Audra Simpson         | Mohawk Interruptus/ Duke University Press                           | 2014 |
| 4.          |                       |                                                                     |      |
| 5.          |                       |                                                                     |      |

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

- Exploring local processes of revitalization and resurgence
- Exploring global processes of revitalization and resurgence
- Critical analyze of and developments of contribution
- Critically reflect on resurgence, revitalization, and resistance in terms of impact and strategies that work and that do not work

**Memo for Course Changes**

To: CACC

From: (Dr. Lolehawk Buker & Deborah Alexander)

Date: Nov 3, 2023

**Subject: Proposal for revision of IPK 206 Sto:lo Communications and Worldview**

*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: Name Change

2. Rationale for change: [The course is being revised to create a more inclusive representation of Indigenous cultures in BC. It is also being revised to support the IS program revisions to the major and minor.](#)

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](#)

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)? [Shirley Hardman and Sto:lo and Salish Elders, and the Social Work Faculty](#)

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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above. The revisions also make this course more inclusive or various cultures living in the Fraser Valley.



How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? UDL, and well as Sto:lo and Salish learning strategies are incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.

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. [Class size is being increased to support/improve progression planning for students taking the IS major or minor](#)
7. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50](#)

**CWC comment and response:**

- Are there prerequisite courses that would be helpful for student success in this course? Would students benefit from a 100-level IPK course and/or a course that develops the technical skills required for some of the assignments (podcasts, sideshows with voiceover, etc.)?  
*No – this course is open to anyone interested in learning about Sto:lo and Salish peoples. It is a course popular with the community and students in a wide variety of disciplines. Items like podcast and voice overs are only two ways students can represent their learning. The learning outcomes for the course do not relate to technical production skills. If students have these skills or an interest, they will be welcome to represent their learning using these tools, but students will have a choice. Over the years the course has operated well with no pre-reg., and it is important to make course in the Sto:lo Studies Certificate accessible.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2022  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> IPK 206                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Stó:lō and Salish Communications and Worldview                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore Stó:lō and Salish cultural ethics and protocols while learning with and from their worldviews and ways of knowing. This includes an introduction to Stó:lō storytellers and approaches to sharing knowledge, as well as creative and artistic practices used in daily and ceremonial life.<br><br>Note: Field trips outside of class time will be required.<br>Note: Students with credit for FNST 201 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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: <b>FNST 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>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>30</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</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 | Experiential (cultural/elder learning or participation) | 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        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                             | 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>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> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                                                         |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> January 26, 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. Compare Stó:lō and Salish worldviews and ways they differ from Western worldview.
2. Demonstrate the significance of the Halq'emeyem word "tomiyeqw" in relationship to its relevance to all Indigenous and teaching worldviews.
3. Describe Stó:lō and Salish learning styles and differentiate those styles from non-Indigenous learning styles.
4. Describe Stó:lō and Salish oratures and ways of knowing.
5. Apply protocols while learning from oratures.
6. Use introductory Halq'emeyem language.
7. Practice presenting Stó:lō ways of knowing in respectful and responsible ways.
8. Use Stó:lō & Salish communication protocols respectfully.

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

|          |     |              |     |  |
|----------|-----|--------------|-----|--|
| Project: | 40% | Assignments: | 60% |  |
|          |     |              |     |  |

**Details:**

Projects and assignments include micro presentations, podcasts, slide show with audio-voice over, journals, photo essays, short digital videos, audio recordings, short writes and reflections, etc.

**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             | Archibald, Jo-ann                                                                                                                                                                                                                                      | Indigenous Storywork: Educating the Heart, Mind, Body, and Spirit                            |      |
| 2. Textbook             | Christine Elsey                                                                                                                                                                                                                                        | The Poetics of Land and Identity among British Columbia Indigenous Peoples                   | 2013 |
| 3. Article              | Little Bear, Leroy                                                                                                                                                                                                                                     | Jagged Worldviews Colliding in Battiste, Marie (ed.). Reclaiming Indigenous Voice and Vision |      |
| 4.                      | Maracle, L.                                                                                                                                                                                                                                            | Memory Serves: Oratories NeWest Publishers                                                   | 2015 |
| 5. Indigenous knowledge | Primary and secondary resources from Stó:lō Research and Resource Management Centre (materials such as digital recordings of land teachings from Elders, Songs and Stories, and Stó:lō Shxwelí website for videos, songs, audio recordings and stories | <a href="https://stoloshxweli.org/">https://stoloshxweli.org/</a>                            |      |

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

**Course Content and Topics**

- Introduction to Stó:lō and Salish worldview
- Defining common values of indigenous education: respect, relationship, reciprocity, responsibility, and reverence as traditional and lived experience
- Indigenous storytelling as a way of knowing and transformative learning
- Stó:lō oratures and Salish oratures: how indigenous language carries knowledge and story shapes ways of understanding
- Colonial Impacts on oratures and decolonizing practices
- Storywork and protocol
- Learning to Learn from Elders: Elders voices bring forward agency as lived experience and cultural wisdom

**Memo for Course Changes**

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander)

Date: Nov 5, 2023

**Subject: Proposal for revision of [IPK 277 Indigenous Art: Stories and Protocols](#)***Note that even minor changes may result in comments from committees on all aspects of the course.*

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

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

2. Rationale for change: [Course is being revised during the six-year review process and to support the IS major and minor program revision. The prerequisites are being increased to ensure students coming into the learning space have either an introductory level of knowledge about Indigenous studies or Indigenous art and creative practices. Either knowledge base will help to create a dynamic, collaborative foundation on which to build on the learning outcomes.](#)3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): [No](#)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)? [SoJust and SOCA faculty](#)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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
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 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 277                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Indigenous Art: Stories and Protocols                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Course Short Title:</b> Indigenous Art                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>With a focus on B.C., learners explore the evolution of Indigenous art and stories, from precontact protocols and practice through to contemporary applications. Students examine the effects of teachings, colonial impacts, contemporary revivals, and their personal "gift" as an artist/creator.                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | None. Note: As of January 2025, prerequisites will change to one of AH 204, IPK 102, or VA 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:<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>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">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: right;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15 | Tutorials/workshops | 30 |  |  |  |  |  |  | <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>The course and its assessments are process based and requiring a community of practice experience. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 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>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> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |

**IPK 277**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 2**
**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Identify pre-contact art forms and recognize artistic transformations after contact.
2. Describe how the past links with the present in artistic designs and practices.
3. Identify art, in its diverse and multiple forms as a dynamic phenomenon (e.g. Indigenous, music, performance, writing, artworks).
4. Describe cultural dimensions of Indigenous art.
5. Analyze and critique the role of artists/creators in the transitive nature of art.
6. Connect Indigenous knowledge, ways of knowing and their impact on current art practices.
7. Articulate present and future challenges for Indigenous art and artists producing Indigenous art.

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Holistic assessment: | 55% | % | % |
| Project:             | 45% | % | % |

**Details:**

Holistic assessment includes:

- Artist project 10%
- Teach-back 25%
- Course reflection and self-evaluation 20%

Project includes:

- Presentation 20%
- Term project 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.)*

Formal, non-formal, informal and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, presentations and audio visual materials.

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

| Type                    | Author or description       | Title and publication/access details                   | Year |
|-------------------------|-----------------------------|--------------------------------------------------------|------|
| 1. Indigenous knowledge | Cardinal, D. & J. Armstrong | The Native Creative Process: A Collaborative Discourse | 1991 |
| 2. Indigenous knowledge | MK Reid                     | Bill Reid and the Haida Canoe                          | 2011 |
| 3. Indigenous knowledge | Chief Janice George         | Coast Salish Weaving                                   | 2008 |
| 4.                      |                             |                                                        |      |
| 5.                      |                             |                                                        |      |

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

- Pre-contact art forms and post contact transformations
- Linking past to contemporary art practices
- Cultural dimensions, traditional knowledges, Indigenous art in all art forms B.C.
- Self-reflection and definition, present and future challenges for Indigenous art production

**Memo for Course Changes**

To: CACC

From: Dr Lolehawk Buker and Deborah Alexander

Date: Nov 5, 2023

**Subject: Proposal for revision of [IPK 302: Colonial Trauma, Residential Schools, and Resilience](#)***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: [IPK 207 Residential Schools is being discontinued and integrated in IPK 302.](#)  
[Over the past several years faculty teaching IPK 207 have found students do not have enough historical awareness of residential schools to move through the learning outcomes productively. The course content requires some previous academic experience to ensure students are prepared for the reflexive work this course requires. When considering moving IPK 207 to a third-year course it was discovered there was overlap in various content areas with IPK 302. Therefore, the faculty are recommending the two courses be moulded into one 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 \(ILOs\)](#): [No substantial change – just more explicit learning outcomes to the course content and expectations.](#)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)? [Shirley Hardman and Social Work](#)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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [Credit value is being reduced to align with enrolment planning for the IS major and minor. The class size is being reduced to provide more support for the faculty and students as they engage with content is emotional and sensitive. It is also being reduced to align with SEM goals and planning within the College of Arts. Items related to faculty workload, budget and student completion have been reviewed and a 3-credit alignment works.](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50](#)

## CWC comments and responses:

- Memo does not include a reason for reducing the credits from 4 to 3. UEC may look for additional information on this change.  
*This was covered in question 8 – however on the copy attached the formatting of the memo was off the reason appears to be in question 7. We will add one more comment about SEM alignment and resubmit.*
- Given that this course is both being reduced from 4 to 3 credits and incorporating content from IPK 207, is there still sufficient time to cover the learning outcomes?  
*Yes, for sure – there was much duplication between 207 and 302 before. This revision corrects that.*
- Students can currently receive credit for both IPK 207 and IPK 302. Should students with credit for IPK 207 be able to take the revised IPK 302 for further credit?  
*Yes, it will be fine for students to take both. This is a critical topic that people will benefit from – even there is some overlap. There have been multiple previous approaches to IPK 207 so we do not anticipate major duplication. There are now new faculty committed to teaching IPK 302 and with this a new approach and focus will be taken.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2021  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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: IPK 302                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | Number of Credits: 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Colonial Trauma, Residential Schools, and Resilience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Department (or program if no department): Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the pervasive impact that trauma can have upon human lives. Grounded in Indigenous principles of health and well-being, students will learn strength-based, culturally-relevant interventions that recognize how experiences of trauma and healing are shaped by the interlocking impacts of residential schools and colonial trauma.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | 6 credits from the following: any IPK courses, FNST 102, FNST 201, FNST 202, or HIST 396O. Note: As of January 2025, prerequisites will change to 45 university-level credits including IPK 202 and one other IPK course.                                                                                                                                                                                                                                                                 |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| 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>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; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Lecture/seminar</td> <td style="text-align: center; padding: 2px 5px;">25</td> </tr> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px 5px;">20</td> </tr> <tr> <td style="padding: 2px 5px;">Supervised laboratory hours (computer lab)</td> <td style="text-align: center; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;"></td> <td style="text-align: center; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;"></td> <td style="text-align: center; padding: 2px 5px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25 | Tutorials/workshops | 20 | Supervised laboratory hours (computer lab) |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Supervised laboratory hours (computer lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>                                                                                                                                                                                                                                                 |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | Date of meeting: November 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Date of meeting: November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | Date of meeting: January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                            |  |  |  |  |  |                    |           |                                                                                               |  |

**IPK 302**
**University of the Fraser Valley Official Undergraduate Course Outline**
**Page 2 of 3**
**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 social, political, and cultural impacts of colonialism on the health of Indigenous peoples. (e.g., Residential School, the '60s Scoop, Missing Women)
2. Identify the impacts of trauma experienced across the life span of Indigenous individuals, families, and communities.
3. Explore the role of Indigenous cultural healing in trauma recovery.
4. Reflect on contemporary resurgence on movements of empowerment and decolonization.
5. Identify strategies for ways in which Xwela ye totelo:met qas ye slilekwel (reconciliation) may be achieved.

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

|          |     |              |     |   |
|----------|-----|--------------|-----|---|
| Project: | 40% | Assignments: | 60% | % |
|          | %   |              | %   | % |

**Details:**

Assignments and projects may include reflections, case studies, inquiry paper, presentation, podcast, circle work, round table, teach back.

**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.)*

Guest lecturers, elders, presentations, online instruction.

**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 | Chansonneuve, D.      | <i>Reclaiming Connections: Understanding Residential School Trauma Among Aboriginal People</i> . Aboriginal Healing Foundation               | 2005 |
| 2. Article  | Menzies, P.           | Understanding Aboriginal Intergenerational Trauma from a Social Work Perspective. <i>Canadian Journal of Native Studies</i> , 29, 2, 367-392 | 2007 |
| 3. Textbook | Baskyn, C.            | Strong Helpers' Teachings: The Value of Indigenous Knowledges in the Healing Professions. Canadian Scholars' Press Inc.                      | 2016 |
| 4. Textbook | Methot, S.            | Legacy: Trauma, Story, and Indigenous Healing. ECW Press                                                                                     | 2019 |
| 5. Textbook | Linklater, R.         | Decolonizing Trauma Work: Indigenous Stories and Strategies. Fernwood                                                                        | 2014 |
| 6. Textbook | Craft, A. et .al      | Indigenous Resurgence in an Age of Reconciliation. U of T. Press                                                                             | 2023 |

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

- The social, cultural, political, and historical contexts of Indigenous people in Canada
- Contributing factors to trauma, including colonization and systemic racism
- Resurgence, self-care, and truth telling
- Indigenous healing practices and the role of community in healing
- Relational, somatic, and strength-based strategies that foster safety, stabilization, and resiliency

IPK 302

**University of the Fraser Valley Official Undergraduate Course Outline  
Supplemental Texts and Resource Materials Form**

Page 3 of 3

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

|     | <u><b>Author (surname, initials)</b></u>                                      | <u><b>Title (article, book, journal, etc.)</b></u>                                                                                                                                        | <u><b>Current edition</b></u> | <u><b>Publisher</b></u>       | <u><b>Year</b></u> |
|-----|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------|--------------------|
| 1.  | Archibald, L.                                                                 | Decolonizing and healing: indigenous experiences in United States, New Zealand Australia and Greenland.                                                                                   | <input type="checkbox"/>      | Aboriginal Healing Foundation | 2006               |
| 5.  | Henderson, J.                                                                 | Postcolonial Ghost Dancing: diagnosing European colonialism. In <i>Reclaiming Indigenous Voice and Vision</i> . Marie Battiste (ed).                                                      | <input type="checkbox"/>      | UBC Press                     | 2000               |
| 7.  | Marsh, T., Cote-Meek, S.,<br>Young, N.L., Najavits, L.M.,<br>and Toulouse, P. | Indigenous healing and seeking safety: a blended implementation project for intergenerational trauma and substance use disorders. <i>International Indigenous Policy Journal</i> , 7( 2). | <input type="checkbox"/>      |                               | 2016               |
| 8.  | Rosanna Dearchild                                                             | Unreserved (Podcast); Grease Trail Digital Storytelling (UBC)                                                                                                                             | <input type="checkbox"/>      | CBC Radio                     | 2008               |
| 13. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 14. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 15. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 16. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 17. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 18. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 19. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 20. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 21. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 22. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 23. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 24. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 25. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 26. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 27. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 28. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 29. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |
| 30. |                                                                               |                                                                                                                                                                                           | <input type="checkbox"/>      |                               |                    |

## Memo for Course Changes

To: CACC

From: (Dr. Lolehawk Buker & Deborah Alexander)

Date: Nov 5, 2023

**Subject: Proposal for revision of IPK 332: Indigenous Governance and Leadership**

*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: [Part of six-year review and to support IS major and minor programs changes.](#)

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](#)

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)? [Sojust faculty and Shirley Hardman](#)

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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)

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. Credit value is being lower to 3 to support the IS major and minor program revision and to improve access to the course, program planning and enrolment planning. In addition, the credit value revision is being done to align with SEM planning the College of Arts.
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$50.

**CWC comment and response:**

- Memo does not include a reason for reducing the credits/hours. UEC may look for additional information on this change.  
*This is covered in question 7. Additional text has now been added.*



ORIGINAL COURSE IMPLEMENTATION DATE: January 2011  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): January 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> IPK 332                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Indigenous Governance and Leadership                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students examine effective Indigenous governing principles and gain insight into Indigenous leadership exploring Indigenous histories, realities, and challenges.                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                  |           | One of IPK 331, (15 credits of IPK or FNST), or (45 university-level credits including 6 credits of IPK).<br>Note: As of January 2025, prerequisites will change to 45 university credits, including 6 IPK 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>IPK 132</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>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>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25 | Tutorials/workshops | 10 | Experiential (cultural/elder learning or participation) | 10 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                  | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                              | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                          | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <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>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                          |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |

IPK 332

University of the Fraser Valley Official Undergraduate Course Outline

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**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 a variety of leadership attributes (vision, respect, empathy and emotional intelligence, courage, collaboration, knowledge, innovation) and link these to Indigenous "core values".
2. Identify Indigenous (with a focus on Sto:lo and Salish) approaches to leadership.
3. Analyze relationship-building strategies within various levels of governments.
4. Compare Indigenous governing principles with Indian Act and non-Indigenous governing principles.
5. Apply Indigenous governance concepts to contemporary issue(s).
6. Demonstrate the role of self-care in leadership and good leadership. Explain good governance according to Indigenous worldview(s).

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

|                      |     |          |     |   |
|----------------------|-----|----------|-----|---|
| Portfolio:           | 25% | Project: | 40% | % |
| Holistic assessment: | 35% |          | %   | % |

**Details:**

Holistic assessment: teach-back (25%), presentations (10%)

Project: presentations, podcast, photo voice, video blog, reflective writing, creative work, responsive writing, short report

**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. OER book | Assigned Readings available as OER, UFV library, and online access.<br>Boldt, M. (1993). Surviving as Indians: The Challenge of Self-Government. Alfred, T. (2005). Wasase: Indigenous pathways of action and freedom. Alfred, T. & J. Cornthassel. (2005). "Being Indigenous: Resurgences against Contemporary Colonialism." Government and Opposition, Politics of Identity Series #9. Miller, J.R. (2000). Skyscrapers Hide the Heavens: a History of Indian-White Relations in Canada. (3rd. ed) Ottmann, J. (2005) Aboriginal Leadership and Management: First Nations Leadership Development. Crow Chief, R. (2008). First Nation Leadership Practices and Tools for Success. INAC. (2003). First Nations Governance Handbook. Tengan, T. (2008) Native Men Remade: Gender and Nation in Contemporary Hawai'i. Green, J. Ed., (2007). Making Space for Indigenous Feminism. Helin, C. (2006). Dances with Dependency. Kirkess, V. J. Ed. (1994). Khot-la-cha: the Autobiography of Chief Simon Baker |                                      |      |
| 2.          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |      |
| 3.          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |      |
| 4.          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |      |

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

**Course Content and Topics**

- Cultural dimensions and disruptive forces
- Introduction to leadership--relationship building and social development
- Self-care and self-governance
- Identifying Indigenous governing principles and good governance
- All my relations; my leadership skills; style and vision; sharing portfolios
- Closing circle



**Memo for Course Changes**

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander )

Date: Nov 5, 2023

**Subject: Proposal for revision of IPK 344 Indigenous Research Methodologies.**

*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: [removing cross listing with ANTH and SOC](#)

2. Rationale for change: [This course has been cross listed with ANTH and SOC and has been offered by ANTH and SOC faculty. The classes typically have IS, ANTH, and SOC students in the class. While each discipline covers Indigenous methodologies they do so from an ANTH or SOC lens. This approach worked when the IS program was first designed because there were not enough Indigenous faculty or students to support a stand along methods course. However, that has changed. To better support the IS major and minor the Indigenous faculty recommend a methods course that is explicit to Indigenous research methods and therefore would appreciate removing the cross listing.](#)

[The reduction in credit value and hours helps to align this course with all other IPK courses.](#)

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): [The changes are not substantial but it is worth noting that the revisions have a stronger Indigenous focus as opposed to a social science approach.](#)
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [ANTH and SOC both included this course as an option in their programs. Both areas are welcome for include IPK 344 as an option.](#)
5. Which program areas have been consulted about the change(s)? [SCMS and SoJust](#)

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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above. In addition, these revisions are not explicit to Indigenous methods.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
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. [Class size and credit value are being revised to improve enrolment planning and student access to the course for timely completion of the IS major. In addition, the credit value revision is being done to align with SEM planning the College of Arts.](#)
- 8.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$100.](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 344                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Research in Action: Indigenous Meaning Making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examine how Indigenous research including frameworks methodologies, practices, and protocols contribute to meaning making and knowledge sharing. Students connect and incorporate Indigenous philosophies, knowledge, identity, and ethics to summarize, evaluate, and critique research.<br><br>Note: This course will include field trips.<br><br>Note: Students with credit for ANTH 344 or SOC 344 cannot take this course for further credit.                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | 45 university-level credits including 6 credits of IPK.                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <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: IPK 444/ANTH 444/SOC 444<br>Cross-listed with:<br>Equivalent course(s): ANTH 344, SOC 344<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>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>36</b> |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 25 | Tutorials/workshops | 10 | Experiential (cultural/elder learning or participation) | 10 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <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> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                               |  |

IPK 344

University of the Fraser Valley Official Undergraduate Course Outline

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**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 Indigenous research methods and techniques.
2. Articulate the ethical aspects of research as related to Indigenous peoples.
3. Compare Indigenous and Western approaches to research and knowledge sharing.
4. Generate research topics and questions through the lens of Indigenous inquiry and empowerment.
5. Evaluate the quality and effectiveness of a variety of Indigenous research methods.
6. Apply the FIVE Rs (i.e., relationship, respect, relevance, responsibility, and reciprocity) to making research actionable.
7. Present a minimum of three different Indigenous research methods and knowledge sharing practices.

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

|          |     |              |     |   |
|----------|-----|--------------|-----|---|
| Project: | 60% | Assignments: | 40% | % |
|          | %   |              | %   | % |

**Details:**

Assignments: podcasts, storytelling, demonstrations, photo essays

Projects: round table, reading lead, proposal presentation, knowledge sharing

**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, presentations, and field trips.

**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 | Quinless, J.          | Decolonizing Data: Unsettling Conversations about social research methods. University of Toronto | 2022 |
| 2. Textbook | Thomas King           | Indigenous Storytelling as Research. Massy Lectures                                              | 2003 |
| 3. Textbook | Wilson, S.            | Research is Ceremony: Indigenous Research Methods. Fernwood Publishing                           | 2008 |
| 4. Textbook | Kovach, Margaret      | Indigenous Methodologies: Characteristics, Conversations, and Contexts. Toronto: U of T          | 2021 |
| 5. Textbook | Smith, Linda T.       | Decolonizing Methodologies: Research and Indigenous Peoples. New York: Zed Books                 | 1999 |
| 6. Textbook | Simpson, Leanne.      | Dancing on our Turtle's Back                                                                     | 2011 |

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

None

**Course Content and Topics**

- Introduction: colonialism and research
- Cultural experiences
- Cross-cultural perceptions and sensitivities
- Decolonizing methodologies and data, counter-colonial research
- Storytelling, oral traditions, the "power of place"
- Protocols and principles: respect, relevance, reverence, and reciprocity
- OCAP, social justice and the tri-partite policy agreements
- Contemporary models for success
- Examining our own practices

**Memo for Course Changes**

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander )

Date: Nov 5, 2023

**Subject: Proposal for revision of [IPK 386 Indigenous Worldviews of Turtle Island](#)**

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

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☒ Title
  - ☒ Calendar description
  - ☒ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☒ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: [Six-year review and alignment to the IS major and minor revisions. A pre-requisite is also being added to ensure students have foundational knowledge related to Indigenous studies so that the course does can start at a third-year level and students are successful.](#)
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](#)
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)? [Shirley Hardman](#)
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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the](#)

course and authentic and learner-guides assessment practices embraced through the entire course.  
Multiple forms of inquiry are used as teaching and learning strategies.

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): [\\$50](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2013  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 386                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Full Title:</b> Braiding Indigenous Knowledge, Practices and Worldviews                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Indigenous Studies major/minor                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Calendar Description:</b><br>An exploration of Indigenous peoples' philosophies to create space for diverse Indigenous knowledge as it relates to the natural world and respecting protocols of learning and understanding through Indigenous literature, film, podcasts, storytelling, primary and secondary sources of knowledge, and songs and dance.                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 45 university-level credits. Note: As of January 2025, prerequisites will change to 45 university-level credits including IPK 102 and IPK 202.                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <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>IPK 486</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>Every other year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: center;">30</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>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30 | 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.<br>Yes |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| 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> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                      |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> November 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> January 26, 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 how Indigenous worldview is understood through stories of long ago as told in Stó:lō narratives, Salish Sea cosmologies, and other indigenous nations throughout North America.
2. Reflect on how Indigenous worldviews are informing current movements in social justice, the environment and land stewardship, health and wellness, climate crisis, education, and self-governing policy initiatives.
3. Analyze how indigenous worldview values reciprocity between humans and the land and how this perspective informs reconciliation actions.
4. Explore the intersections of indigenous stories, indigenous science, and cultural protocols and how these perspectives complement and enrich an understanding of worldview.
5. Reflect on the meaning of learning and unlearning, and in the process come to a place of appreciation for indigenous voice raised within indigenous worldview narratives and oral histories.
6. Research Indigenous knowledge keepers, language champions, cultural leaders and summarize their contributions and legacies towards a greater reconciliation in all sectors of our society.

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

|          |     |              |     |   |
|----------|-----|--------------|-----|---|
| Project: | 40% | Assignments: | 60% | % |
|          | %   |              | %   | % |

**Details:**

Projects and assignments include micro presentations, podcasts, slide show with audio-voice over, journals, photo essays, short digital videos, audio recordings, short writes and reflections.

**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.)*

Formal, non-formal, informal, and incidental learning methods will be used including: Discussions, guest speakers, student-centred activities, readings, and lectures. Indigenous leaders as guest lectures.

**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. Indigenous knowledge | Waxaid, Cecil Paul & Penn, B | Stories from the Magic Canoe, Rocky Mt Books                                                                                 | 2019 |
| 2. Indigenous knowledge | Kimmerer, Robin.             | Braiding Sweetgrass, Milkweed Editions                                                                                       | 2015 |
| 3. Indigenous knowledge |                              | Podcasts, Documentaries, Articles, Audio Recordings, example:<br>Inhabitants: Indigenous Perspectives on Restoring Our World | 2015 |
| 4. Indigenous knowledge | Lancet                       | The Determinants of Planetary Health: An Indigenous Consensus Perspective                                                    | 2022 |
| 5.                      |                              |                                                                                                                              |      |

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

Podcast: Restoring Connection, Gaining Wisdom and Localizing Justice Movements (prioritizing the voices of Indigenous leaders, as well as Indigenous-led organizations and initiatives, that are working to achieve environmental and social justice within their own communities and throughout the world).  
(October 2020)

**Course Content and Topics**

- Introduction to indigenous (North American) philosophies
- What is indigenous philosophy (who defines it?)
- Representations and stereotypes (otherness and differences)
- Ancestral sources of philosophical thought (origins, cosmology, power)
- Indigenous knowledges, epistemology, and pedagogies
- Indigenous philosophy and personal practice (ethics, preservation, and maintenance of Indigenous teachings)
- Contemporary Indigenous (North American) philosophers



**Memo for Course Changes**

To: CACC

From: (Dr. Lolehawk Buker and Deborah Alexander)

Date: Nov 5, 2023

**Subject: Proposal for revision of [IPK 401 Indigenous Worldview and Spirituality](#)***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: [Part of six-year review and alignment for the revisions to the IS major and minor. In addition, an IPK specific prerequisite is being added so that students have the foundational Indigenous Studies knowledge needed to begin the course at a third-year level and to support student success.](#)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**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)? **SoJust**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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.](#)
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. [Credits are being reduced to 3 to support enrolment planning and student progression through the program. In addition, the credit value revision is being done to align with SEM planning the College of Arts.](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$50](#)

**CWC comments and responses:**

- Memo does not include a rationale for the prerequisite change or reduction in credits/hours. UEC may look for additional information to support these changes.  
*[Prerequisite rationale added. The credit hours were covered in question 8. An additional sentence in question 8 has been added.](#)*
- The calendar description note regarding required “experiential or fieldwork” is unusual. Would it be accurate to change this to “fieldwork outside of class time may be required” or similar? What are the 10 hours of experiential work-integrated learning? This does not appear to be reflected in the learning outcomes or evaluation.  
*[We can talk about this at UEC. This course has class sessions on the land and at places like The Great Blue Heron Reserve or at the Vedder River etc. This fieldwork is done in class or as part of class time. It is not homework, or something done outside of class. Learning outcome 5 relates to the experiential work-integrated learning piece. However, the UEC form does not capture the various types of experiential learning well \(especially in a decolonized or Indigenous way\). We could change this to experiential field trip – but it is not just a field trip. The field work relates to exploring how students transfer their learning into their work/life/family etc.](#)*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 401                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Indigenous Worldviews and Spirituality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students explore ways Indigenous spirituality differs from Western practices and the impact on Indigenous and non-Indigenous worldviews, and ways of relating in the world.<br><br>Note: This course will require experiential or fieldwork.                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | 45 university-level credits including 6 credits of IPK.                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <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>[click to select]</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>[click to select]</b><br>Expected frequency: <b>Twice per year</b><br>Maximum enrolment (for information only): <b>36</b> |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture/seminar</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td style="text-align: right;">10</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 25 | Tutorials/workshops | 10 | Experiential (work-integrated learning) | 10 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <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> November 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of meeting:</b> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                         |    |  |  |  |  |                    |           |                                                                                               |  |

**IPK 401**
**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 differing worldviews and their relation to ontology, axiology, epistemology, and spiritual beliefs.
2. Describe ways in which Indigenous spiritual beliefs shape relations with the animate world.
3. Demonstrate ways in which Indigenous worldviews and spiritual beliefs are relevant in addressing contemporary issues.
4. Engage in self-reflective praxis.
5. Reflect on experiential learning during fieldwork.

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

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 30% | Project: | 70% |  | % |
|              | %   |          | %   |  | % |

**Details:** Projects: short writing responses, journal entries, creative work, discussion leadership, presentations, blogs, podcast, short reports etc.

**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.)*

Will include lectures, learning circles, group work, and fieldtrips.

**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 | DeLoria Vine Jr.      | God is Red. Putnam Publishing Group            | 2003 |
| 2. Textbook | DeLoria Vine, Jr.     | Spirit and Reason. Fulcrum Publishing          | 1999 |
| 3. Textbook | Manulani, M.          | Ho'oulu: Our Time of Becoming. Ai Pohaku Press | 2004 |
| 4. Textbook | Duran Eduardo         | Buddha in Redface. Writers Club Press          | 2000 |
| 5.          |                       |                                                |      |

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

- Understanding theology, Indigenous worldviews, and spirituality
  - Tracing the history of religion and its impact on Turtle Island
  - Distinguishing and Identifying spirituality from religion
  - Role spirituality plays in worldviews, ontology and epistemologies
- Colonial impacts and spirituality, decolonizing the spirit
  - Ways in which colonial policies impacted Indigenous spirituality
  - How is spirituality given expression, subdued, oppressed, changed
- Field trips: relating knowledge to the land, people, and communities
  - Students will spend an extended period of time on the land, learning about spirituality from the land
- Addressing contemporary issues
  - What role does religion play, what role does spirituality play, how are they different
  - Indigenous spirituality and land development, progress and modernity

**Memo for Course Changes**

To: CACC

From: Dr Lolehawk Buker and Deborah Alexander.

Date: Nov 5, 2023

**Subject: Proposal for revision of [IPK 402 Indigenous Studies Field Work Practicum](#)**

*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: [Part of the six-review process, and to improve accessibility to the course.](#)

[Most students are not able to commit to 420 hours of volunteer labour. The 80-hr practicum or field school has proven to facilitate and provide an equitable learning environment.](#)

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](#)

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? [No](#)

5. Which program areas have been consulted about the change(s)? [None. This course is specific to IS majors and faculty work with local communities and band offices to create field work opportunities. The relationship between the course faculty and the community is what makes this work.](#)

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 is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above. In addition, it provides opportunities for students to contribute to their Indigenous communities.

6. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [Reducing the number of hours required for the field work will create more equitable access to the course – opening it up to be more inclusive. In addition, faculty have been working with Indigenous field work sites to create opportunities for non-indigenous students to contribute and participate – improving diversity.](#)
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. [Credits are being reduced to reflect the reduction in required volunteer labour. Class size is being increased to provide greater access and to improve progression planning through the major.](#)
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [\\$200 - to cover travel costs to practicum site, or possible work clothes](#)

**CWC comments and responses:**

- Presumably the change from 9 to 3 credits will impact the Bachelor of Arts, which currently allows this course to be used to meet both the civic engagement and intercultural engagement competencies.  
[No impact to the BA. All other CE and IE courses are 3 credits. IPK 402 has been the outlier.](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 402                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <b>Course Full Title:</b> Indigenous Studies Field Work Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                          |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <b>Calendar Description:</b><br>Students apply classroom and disciplinary learning to work as a practicum with Indigenous communities, agencies, and/or government offices. Students apply their skills and knowledge in Indigenous settings and contribute to the planning, designing, problem solving, and management of projects and initiatives.                                                                                                                                                                                                    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            | 60 university-level credits including 6 credits of 300-level or higher IPK, and department permission.                                                                                                                                                                                                                                                                                                                                                                                       |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <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>Annually</b><br>Maximum enrolment (for information only): <b>24</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%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">20</td> </tr> <tr> <td>Practicum</td> <td style="text-align: center;">80</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>100</b></td> </tr> </table> |            | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20 | Practicum | 80 |  |  |  |  |  |  | <b>Total hours</b> | <b>100</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>NO because this is an on-site practicum experience |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| Practicum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 80         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>100</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="http://bctransferguide.ca">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                              |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                     |  |

**IPK 402**
**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. Work effectively as part of a team.
2. Adhere to working conditions in a First Nations community or agency.
3. Use the appropriate communication skills to build positive relationships with various stakeholders.
4. Analyze a workplace challenge or opportunity and contribute to providing a creative solution.
5. Apply decolonizing strategies to contemporary Indigenous issues.
6. Reflect on one's own challenges as well as emerging issues in this particular field as it pertains to Indigenous peoples and communities.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 20% | % | % |
| Practicum:   | 80% | % | % |

**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.)*

Practicum experience, writing assignments and seminar discussions.

**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. Indigenous knowledge | Kurram, S.            | Decolonizing the workplace: How to Rethink your organizational Culture and Leadership Berrett_Keohler | 2023 |
| 2.                      |                       |                                                                                                       |      |
| 3.                      |                       |                                                                                                       |      |
| 4.                      |                       |                                                                                                       |      |
| 5.                      |                       |                                                                                                       |      |

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

- Confidentiality and ethics
- Assertiveness training and cultural competency
- Asserting individual autonomy while team building
- Pertinent issues particular to placement
- Expectations including presenting relevant processes of decolonization / relevant Indigenous knowledge and/or experiences,
- assist personnel/agency in the advocacy of Indigenous rights and title
- Field issues
- Labour market including applications and interviews
- Evaluation and suitability for work in area of practicum placement



**Memo for Course Changes**

To: CACC

From: Dr. Lolehawk Buker and Deborah Alexander

Date: Nov 5, 2023

**Subject: Proposal for revision of IPK 403 Indigenous Studies Capstone***Note that even minor changes may result in comments from committees on all aspects of the course.*

1. Summary of changes (select all that apply):
  - ☒ Six-year review
  - ☐ Number and/or course code
  - ☒ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☐ Prerequisites and/or co-requisites
  - ☐ Frequency of course offering
  - ☒ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: [Six-year review and alignment to the IS Major](#). Prerequisites have been added to enhance student success and set the course up as truly a capstone course that comes at the end of the student's IS major.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): NO
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 \(UNDRIP\)](#). The course is designed by Indigenous faculty, in consultation with Elders, and will be taught by Indigenous faculty. It provides opportunities for people to engage and learn more about each of the plans and policies listed above.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? UDL is incorporated throughout the

course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies. Also, the reduced course hours helps to improves access to 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. Reduced credit value will support enrolment planning and create easier access to the course for students. In addition, the credit value revision is being done to align with SEM planning the College of Arts.
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$200 to cover travel for project work, additional supplies (i.e, art supplies, recording supplies, film, etc) depending on the nature of the capstone project the students wants to create.



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 403                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| <b>Course Full Title:</b> Indigenous Studies Capstone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| <b>Course Short Title:</b> Indigenous Studies Capstone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| <b>Calendar Description:</b><br>Students working both in the classroom and in an Indigenous community will apply an Indigenous research methodology in one of the following specific issue areas: land and treaty making, resource management, Indigenous governance, social justice and education, or health.<br><br>Note: Field trips outside of class time may be required.                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 60 university-level credits including IPK 344 and one additional 300-level or higher IPK course, and department permission.                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| <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>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: center;">15</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td style="text-align: center;">15</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15 | Tutorials/workshops | 15 | Experiential (cultural/elder learning or participation) | 15 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course.<br>No |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| Experiential (cultural/elder learning or participation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 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>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                   |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                                         |    |  |  |  |  |                    |           |                                                                                                     |  |

IPK 403

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 the role of research in Indigenous studies, from both an academic and community perspective.
2. Conduct a comprehensive literature review in pre-identified area.
3. Prepare a research proposal.
4. Select appropriate research methodologies.
5. Contribute to problem identification and possible solutions-based discussions during seminars.
6. Compose a written and verbal argument for the role(s) of theoretical and practical Indigenous knowledge in the explanation and understanding of contemporary Indigenous research and/or issue.

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

|              |     |                   |     |  |   |
|--------------|-----|-------------------|-----|--|---|
| Assignments: | 10% | Field evaluation: | 20% |  | % |
| Project:     | 70% |                   | %   |  | % |

**Details:**

Projects 70%: literature review/research questions; analysis of data and report; presentation; creative or community sharing

**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 use a lecture, seminar and field experience format. Seminars will introduce topics and field problems, review methods and techniques required for investigation and encourage student interaction in problem solving. Field experience will require students to work closely with a First Nations community of their choice.

**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.   | Readings to be selected based upon student topic choice in specific issue area |                                      |      |
| 2.   |                                                                                |                                      |      |
| 3.   |                                                                                |                                      |      |
| 4.   |                                                                                |                                      |      |
| 5.   |                                                                                |                                      |      |

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

**Course Content and Topics**

- Indigenous research methodology review
- Introduction to key concepts and issues
- Literature review
- Work with community to identify needs
- Work with community to develop research questions
- Introduction to ethics review
- Questionnaire design / data collection
- Data compilation and preliminary analysis
- Data analysis, and write-up
- Presentation and discussion of data

**Memo for Course Changes**

To: CACC

From: (Dr. Lolehawk Buker and Deb Alexander

Date: Nov 5, 2023

**Subject: Proposal for revision of IPK 404 Directed Studies in Indigenous Studies**

*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: [Part of the six-year review and to align with how other Directed Studies are structured in the College of Arts. A prerequisite is being added to support student success and to vet students as ready for DS course work.](#)

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](#)

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)? [SoJust](#)

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 \(UNDRIP\)](#). UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.

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

explore topics they are curious about. UDL is incorporated throughout the course and authentic and learner-guides assessment practices embraced through the entire course. Multiple forms of inquiry are used as teaching and learning strategies.

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 credit reduction will support timely progression through the program for students
8. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2015  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): January 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> IPK 404                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <b>Course Full Title:</b> Directed Studies in Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <b>Course Short Title:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Indigenous Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>Students independently identify an issue, theme, or problem associated with Indigenous Studies and work with a faculty supervisor to produce a substantial research project.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | 45 university-level credits including 6 credits of IPK or FNST, and department permission. Note: As of January 2025, prerequisites will change to 60 university-level credits including IPK 344 and 6 additional credits of IPK, and department permission.                                                                                                                                                                                                                                                              |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <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>Yes; cannot be repeated 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>Annually</b><br>Maximum enrolment (for information only): <b>6</b> |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px 5px;">Tutorials/workshops</td> <td style="text-align: center; padding: 2px 5px;">20</td> </tr> <tr> <td style="padding: 2px 5px;">Experiential (field trip)</td> <td style="text-align: center; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;">Supervised directed learning (directed studies only)</td> <td style="text-align: center; padding: 2px 5px;">25</td> </tr> <tr> <td style="padding: 2px 5px;">[click to select]</td> <td style="text-align: center; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;">[click to select]</td> <td style="text-align: center; padding: 2px 5px;"></td> </tr> <tr> <td style="text-align: right; padding: 2px 5px;"><b>Total hours</b></td> <td style="text-align: center; padding: 2px 5px;"><b>45</b></td> </tr> </table> |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20 | Experiential (field trip) |  | Supervised directed learning (directed studies only) | 25 | [click to select] |  | [click to select] |  | <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><div style="text-align: center; padding: 5px 0;">NO</div> |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| Experiential (field trip)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| [click to select]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| [click to select]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <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>[click to select]</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                  |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> November 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> January 26, 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                           |  |                                                      |    |                   |  |                   |  |                    |           |                                                                                                                                                                         |  |

IPK 404

University of the Fraser Valley Official Undergraduate Course Outline

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

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

1. Manage a research project from conception to completion.
2. Develop an ethically-informed research methodology, and obtain ethics approval if needed.
3. Conduct critically aware independent research that contributes to Indigenous Studies scholarship.
4. Produce a cultural-context appropriate report detailing research findings and/or recommendations.
5. Produce effective supporting documents according to audience requirements.
6. Present findings to an audience of faculty members, peers, and others.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 50% | % | % |
| Project:     | 50% | % | % |

**Details:**

Weekly discussion with faculty advisor and assignments: the amount of reading to be discussed each week is likely to be significantly heavier than that assigned for a regular upper-level Indigenous studies course.

Projects (50%):

- Final paper or project
- Reflective journal

**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.)*

1. Weekly discussion with faculty advisor.
2. Preparation of written assignments (see below).

**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.   | Readings to be compiled in consultation with student |                                      |      |
| 2.   |                                                      |                                      |      |
| 3.   |                                                      |                                      |      |
| 4.   |                                                      |                                      |      |
| 5.   |                                                      |                                      |      |

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

**Course Content and Topics**

The written work expected of the student can take two forms:

- Review paper: 8-10 page paper or creative project synthesizing the literature related to the chosen topic, to be presented at the end of the semester.
- Journal: weekly response to the ideas encountered in reading and discussion, including synopsis of the ideas or arguments made by authors, reaction to or engagements with these ideas or arguments, questions raised in the student's mind or in discussion with the instructor about authors' ideas. To be handed in two or three times during the semester.
- Sharing knowledge.



**Memo for Program Changes**

To: CACC

From: Lolehawk Buker and Deborah Alexandar (IS Chairs)

Date: Nov 1, 2023

**Subject: Program change (Indigenous Studies Major and Minor, Indigenous Studies certificate, Sto:lo Studies 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:

The main revision is with the Indigenous Studies major and minor, however, the slight change in several courses creates the need for minor updates to the Indigenous Studies certificate and the Sto:lo certificate.

2. Rationale for change(s): The way the IS major and minor were originally designed creates unnecessary barriers for students who wish to major or include a minor in their degree planning. The required number of credits required by IS exceeds standard practice. (i.e., currently 27 lower level and 37 upper level). This program revision will align the IS major and minor with the other majors and minors offered in the Bachelor of Arts.
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: Overall program outcomes are not changing. The restructuring of the major and minor only streamlines the pathway and makes it easier for students to navigate and achieve the original aims of the program outcomes.
4. What consideration has been given to Indigenizing the curriculum? The revisions have been designed by Indigenous faculty and required courses in the major and minor will be taught by Indigenous faculty. Shirley Hardman as also provided mentorship in guiding the program/course updates.
5. Will additional resources be required? If so, how will these costs be covered? N/A - no additional resources are required.
6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program? Currently there are less than 10

declared majors. This proposed change will serve to increase enrolment. Students are finding the number of required lower and upper-level credits inaccessible within their degree plans. For example, students will opt for a history major and take a substantial number of IS electives instead because the History major has less required courses. This proposed change is designed to promote a more equitable pathway for students to access the IS major and minor.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? *The proposed change will lower the required core requirements. However, it will not lower the total number of courses offered within the discipline. The Indigenous Studies program has developed a variety of courses that are continuously in demand as electives and these courses will continue to be offered. The change will serve to balance the program in terms of enrolment, student progression planning, and faculty workload planning.*
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.) *Some courses will see an increase in class size and the proposed revisions will allow for a two- year rotation of course offerings to be planned to improve student progression through the program.*
9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. *See memos attached. Also note that several elective courses currently listed in the calendar copy are no longer offered (i.e., Fashion Design, First Nations)*
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:**

- The major upper-level requirement does not need to include "of which 8 credits can include Halq'emeylem", since there are only two 4-credit HALQ courses included in list. Similarly, the limitation of 8 upper-level HALQ credits may not be needed in the minor unless there is the intention to create more 300- or 400-level HALQ courses in the near future.  
*Thanks for this feedback. We would like to leave this as is because there is the possibility of 1) adding additional upper level HALQ courses in the future, but 2) there are students that take the grad certificate in HALQ that then may want to do an IS major. These students could have four 700 HALQ courses and we don't see these courses being used to meet all the upper level IS major requirements. Up to 8 credits of upper level HALQ is a great combination with other upper level IPK courses. Students could have HALQ 301 and 301 OR they could have HALQ 710, 715, etc. We can discuss further at UEC, as we are open to removing the reference to 8 credits if need be.*
- Indigenous Studies certificate: The statement in the Basis of Admission Decision section regarding seat reserves for Indigenous students should be removed. This is not currently done, nor is there a mechanism to do so.  
*This statement has been removed.*



## MEMO

---

**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: Indigenous Studies Major & Minor, School of Social Justice and Global Stewardship, College of Arts

**Date:** NOVEMBER 2, 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 Indigenous Studies Major and Minor and I approve their submission to CACC and UEC for curriculum review. The revised program structure will be taken into account when implementing the course plan for 2024-25, and adjusting future course plans in collaboration with the Budget planning office.

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  
604-854-4515  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)



## MEMO

---

**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: Indigenous Studies Certificate, School of Social Justice and Global Stewardship, College of Arts

**Date:** NOVEMBER 2, 2023

---

Dear Linda,

Please accept this memo as confirmation that my office has conducted a budgetary review of the proposed changes to the Indigenous Studies Certificate and I approve its submission to CACC and UEC for curriculum review. The revisions will be taken into account when implementing the course plan for 2024-25, in collaboration with the Budget planning office.

Thank you,

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

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
604-854-5155  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)



## MEMO

---

**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: Stó:lō Studies Certificate, School of Social Justice and Global Stewardship, College of Arts

**Date:** NOVEMBER 2, 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 Stó:lō Studies Certificate and I approve its submission to CACC and UEC for curriculum review. The revisions will be taken into account when implementing the course plan for 2024-25, and adjusting future course plans in collaboration with the Budget planning office.

Thank you,

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

Dr. Sylvie Murray (she/her)  
Dean, College of Arts  
Faculty of Humanities  
604-854-5151  
[Sylvie.murray@ufv.ca](mailto:Sylvie.murray@ufv.ca)

## Indigenous Studies major

This section specifies the [major discipline requirements one. Indigenous Studies 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.

*Note: Not all courses listed are offered every year. Courses may have prerequisites.*

Lower-level requirements: [27-18](#) credits

| Course                                 | Title                                                                                                                                                                                                                                                                                                                                                                                                                                     | Credits           |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <a href="#">HALQ 101</a>               | <a href="#">Halq'emeylem Language I</a>                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">3</a> |
| <a href="#">HALQ 102</a>               | <a href="#">Halq'emeylem Language II</a>                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">3</a> |
| <a href="#">IPK 102</a>                | <a href="#">Introduction to Indigenous Studies</a>                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">3</a> |
| <a href="#">IPK 202</a>                | <a href="#">Introduction to Indigenous Resurgence</a>                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">3</a> |
| <a href="#">IPK 275 OR<br/>IPK 277</a> | <a href="#">Indigenous Education: Contemporary Issues &amp; Policies</a><br><a href="#">Indigenous Art: Stories &amp; Protocols</a>                                                                                                                                                                                                                                                                                                       | <a href="#">3</a> |
| <a href="#">Plus</a>                   | One of the following: <ul style="list-style-type: none"> <li><a href="#">HIST 103: Sto:lo History</a></li> <li><a href="#">IPK 105: Introduction to Sto:lo People &amp; Communities</a></li> <li><a href="#">IPK 106: Sto:lo Ways of Healing &amp; Helping</a></li> <li><a href="#">IPK 205: Sto:lo Social &amp; Governing Structures</a></li> <li><a href="#">IPK 206: Sto:lo &amp; Salish Communications &amp; Worldview</a></li> </ul> | <a href="#">3</a> |

Upper-level requirements: [30-32](#) credits

| Course                  | Title                                                                                                                                                        | Credits           |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <a href="#">IPK 302</a> | <a href="#">Residential Schools, Colonial Trauma &amp; Indigenous Resilience</a><br><a href="#">Colonial Trauma, Residential<br/>Schools, and Resilience</a> | <a href="#">3</a> |
| <a href="#">IPK 331</a> | <a href="#">Indigenous Leadership: Pre-Colonial to Present</a>                                                                                               | <a href="#">3</a> |
| <a href="#">IPK 332</a> | <a href="#">Indigenous Governance &amp; Leadership</a>                                                                                                       | <a href="#">3</a> |
| <a href="#">IPK 344</a> | <a href="#">Research in Action: Indigenous Ways of Knowing Indigenous<br/>Meaning Making<br/>Making</a>                                                      | <a href="#">3</a> |
| <a href="#">IPK 386</a> |                                                                                                                                                              | <a href="#">3</a> |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                         |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <a href="#">Braiding Indigenous Knowledge, Practices and Worldviews</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                         |
| <a href="#">IPK 403</a> | <a href="#">Indigenous Studies Capstone</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">3</a>                                                                                                                                                                                                                       |
| <a href="#">Plus</a>    | <a href="#">12-14 credits from the following list of which 8 credits can include Halq'emeylem</a> <ul style="list-style-type: none"> <li>• <a href="#">HALQ 301: Advanced Upriver Halq'eméylem I</a></li> <li>• <a href="#">HALQ 302: Advanced Upriver Halq'eméylem II: Introduction to Storytelling</a></li> <li>• <a href="#">IPK 401: Indigenous Worldviews &amp; Spirituality</a></li> <li>• <a href="#">IPK 402: Indigenous Studies Practicum</a></li> <li>• <a href="#">IPK 404: Directed Studies in Indigenous Studies</a></li> <li>• <a href="#">IPK 477: Traditional Ecological Knowledges</a></li> <li>• <a href="#">ADED 365: Adult Education in Canada: Indigenous Peoples</a></li> <li>• <a href="#">ANTH/SOC 387 Aboriginal Peoples of Canada</a></li> <li>• <a href="#">ANTH/SOC 388: Global Indigeneity</a></li> <li>• <a href="#">HIST 327: Settler-Indigenous Relations in New Zealand and Canada</a></li> <li>• <a href="#">HIST 458: History of Indigenous Peoples in Latin America</a></li> </ul> | <a href="#">4</a><br><a href="#">4</a><br><a href="#">3</a><br><a href="#">3</a><br><a href="#">3</a><br><a href="#">3</a><br><a href="#">3</a><br><a href="#">4</a><br><a href="#">4</a><br><a href="#">4</a><br><br><a href="#">4</a> |

### Halq'eméylem language

| Course                                                                  | Title                        | Credits  |
|-------------------------------------------------------------------------|------------------------------|----------|
| <b>Two of:</b> (or equivalent in another Indigenous language; see Note) |                              | <b>6</b> |
| HALQ 101                                                                | Halq'eméylem Language I      |          |
| HALQ 102                                                                | Halq'eméylem Language II     |          |
| HALQ 201                                                                | Intermediate Halq'eméylem I  |          |
| HALQ 202                                                                | Intermediate Halq'eméylem II |          |

Note: With equivalent learning outcomes of HALQ 101 and 102 or as determined via the submission of a language portfolio or communication (letter, email, video, or visit) from the language teacher (post-secondary teacher or family/community member) verifying the student's work toward language revitalization.

### Indigenous peoples knowledge

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|                |                                                            |          |
|----------------|------------------------------------------------------------|----------|
| <b>Two of:</b> |                                                            | <b>6</b> |
| IPK 100        | Learn Today, Lead Tomorrow                                 | -        |
| IPK 102        | Introduction to Indigenous Studies                         | -        |
| IPK 106        | Stó:lō Ways of Healing and Helping (formerly FNST 102)     | -        |
| IPK 202        | Introduction to Indigenous Resurgence                      | -        |
| IPK 205        | Stó:lō Social and Governing Structures (formerly FNST 202) | -        |
| IPK 206        | Stó:lō Communications and Worldview (formerly FNST 201)    | -        |
| IPK 277        | Indigenous Art: Stories and Protocols                      | -        |

### Indigenous history

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One lower-level course from <a href="#">list 1A</a> | 3       |

### Social relations and governance

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One lower-level course from <a href="#">list 2A</a> | 3       |

### Land and culture

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One lower-level course from <a href="#">list 3A</a> | 3       |

### Worldview and spirituality

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One lower-level course from <a href="#">list 4A</a> | 3       |

### Applied skills in business, management, and communication

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One lower-level course from <a href="#">list 5A</a> | 3       |



## Upper-level requirements: 30–37 credits

### Indigenous peoples knowledge

| Course                        | Title                                                                 | Credits |
|-------------------------------|-----------------------------------------------------------------------|---------|
| IPK 344/ ANTH 344/<br>SOC 344 | Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444) | 4       |
| IPK 386                       | Indigenous Worldviews of Turtle Island                                | 3       |

### Indigenous history

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One upper-level course from <a href="#">list 1B</a> | 3–4     |

### Social relations and governance

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One upper-level course from <a href="#">list 2B</a> | 3–4     |

### Land and culture

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One upper-level course from <a href="#">list 3B</a> | 3–4     |

### Worldview and spirituality

| Course                                              | Credits |
|-----------------------------------------------------|---------|
| One upper-level course from <a href="#">list 4B</a> | 3–4     |

## Applied skills in business, management, and communication

Students must complete one of the following two options.

### Option 1 (10–14 credits)

| Course  | Title                       | Credits |
|---------|-----------------------------|---------|
| IPK 403 | Indigenous Studies Capstone | 4–6     |

|            |                                                      |     |
|------------|------------------------------------------------------|-----|
| or IPK 404 | Directed Studies in Indigenous Studies               | -   |
| Plus:      | Two upper-level courses from <a href="#">list 5B</a> | 6–8 |

Note: If needed to reach the minimum 30 upper-level credits, students should select an additional course from list 1B, 2B, 3B, 4B, or 5B.

### Option 2 (12–13 credits)

| Course  | Title                                               | Credits |
|---------|-----------------------------------------------------|---------|
| IPK 402 | Indigenous Studies Field Work Practicum             | 9       |
| Plus:   | One upper-level course from <a href="#">list 5B</a> | 3–4     |

Note 1: A single course cannot be used to satisfy more than one requirement.

Note 2: At least two of the courses selected from lists 1b, 2b, 3b and 4b must be IPK courses.

–

## Indigenous Studies minor

This section specifies the Indigenous Studies minor discipline requirements only. [Please refer to the specific degree section for information on additional requirements.](#) Information on additional Bachelor of Arts requirements begins in [this section](#) and includes the requirements for [declaring](#) a minor. Please check the Bachelor of Arts [residency](#) section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

Note: Not all courses listed are offered every year. Courses may have prerequisites.

### Lower-level requirements: 12 credits

| Course                   | Title                                   | Credits           |
|--------------------------|-----------------------------------------|-------------------|
| <a href="#">HALQ 101</a> | <a href="#">Halq'emeylem Language I</a> | <a href="#">3</a> |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <a href="#">IPK 206</a> | <a href="#">Sto:lo &amp; Salish Communications &amp; Worldview</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">3</a> |
| <a href="#">IPK 102</a> | <a href="#">Introduction to Indigenous Studies</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">3</a> |
| <a href="#">Plus</a>    | <a href="#">One of the following:</a> <ul style="list-style-type: none"> <li><a href="#">HIST 103: Sto:lo History</a></li> <li><a href="#">IPK 105: Introduction to Sto:lo People &amp; Communities</a></li> <li><a href="#">IPK 106: Sto:lo Ways of Healing &amp; Helping</a></li> <li><a href="#">IPK 202: Introduction to Indigenous Resurgence</a></li> <li><a href="#">IPK 205: Sto:lo Social &amp; Governing Structures</a></li> <li><a href="#">IPK 275: Indigenous Education: Contemporary Issues &amp; Policies</a></li> <li><a href="#">IPK 277: Indigenous Art: Stories &amp; Protocols.</a></li> </ul> | <a href="#">3</a> |

## Upper-level requirements: 15-17 credits

15-17 credits of upper-level IPK or HALQ courses, with no more than 8 credits of HALQ.

## Halq'eméylem language

| Course                                                                  | Title                                        | Credits           |
|-------------------------------------------------------------------------|----------------------------------------------|-------------------|
| <b>Two of:</b> (or equivalent in another Indigenous language; see Note) |                                              | <a href="#">6</a> |
| <a href="#">HALQ 101</a>                                                | <a href="#">Halq'eméylem Language I</a>      |                   |
| <a href="#">HALQ 102</a>                                                | <a href="#">Halq'eméylem Language II</a>     |                   |
| <a href="#">HALQ 201</a>                                                | <a href="#">Intermediate Halq'eméylem I</a>  |                   |
| <a href="#">HALQ 202</a>                                                | <a href="#">Intermediate Halq'eméylem II</a> |                   |

Note: With equivalent learning outcomes of HALQ 101 and 102 or as determined via the submission of a language portfolio or communication (letter, email, video, or visit) from the language teacher (post-secondary teacher or family/community member) verifying the student's work toward language revitalization.

## Indigenous peoples knowledge

| Course                  | Title                                              | Credits           |
|-------------------------|----------------------------------------------------|-------------------|
| <b>Two of:</b>          |                                                    | <a href="#">6</a> |
| <a href="#">IPK 100</a> | <a href="#">Learn Today, Lead Tomorrow</a>         | -                 |
| <a href="#">IPK 102</a> | <a href="#">Introduction to Indigenous Studies</a> | -                 |

|         |                                                            |   |
|---------|------------------------------------------------------------|---|
| IPK 106 | Stó:lō Ways of Healing and Helping (formerly FNST 102)     | - |
| IPK 202 | Introduction to Indigenous Resurgence                      | - |
| IPK 205 | Stó:lō Social and Governing Structures (formerly FNST 202) | - |
| IPK 206 | Stó:lō Communications and Worldview (formerly FNST 201)    | - |
| IPK 277 | Indigenous Art: Stories and Protocols                      | - |

Upper-level requirements: 17-195 credits

### Indigenous peoples knowledge

| Course                     | Title                                                                 | Credits |
|----------------------------|-----------------------------------------------------------------------|---------|
| IPK 344/ ANTH 344/ SOC 344 | Indigenous Research Methodologies (formerly IPK 444/ANTH 444/SOC 444) | 4       |
| IPK 386                    | Indigenous Worldviews of Turtle Island                                | 3       |
| <b>One of:</b>             |                                                                       | 4       |
| IPK 331/ POSC 336          | History of Indigenous Leadership                                      | -       |
| IPK 332                    | Indigenous Governance and Leadership                                  | -       |
| IPK 401                    | Indigenous Worldviews and Spirituality                                | -       |
| IPK 404                    | Directed Studies in Indigenous Studies                                | -       |
| IPK 477/ BIO 477           | Traditional Ecological Knowledges                                     | -       |

### Elective courses

| Course                                                              | Credits |
|---------------------------------------------------------------------|---------|
| Two upper-level courses from list 1B, 2B, 3B, 4B, and/or 5B (below) | 6-8     |

Note: A single course cannot be used to satisfy more than one requirement.

## Indigenous Studies thematic lists

### 1A: Indigenous history (lower-level)

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|                   |                                                                   |   |
|-------------------|-------------------------------------------------------------------|---|
| ANTH 111          | First Nations of British Columbia — Traditional Cultures          | 3 |
| HIST 103          | Stó:lō History                                                    | 3 |
| HIST 161/ LAS 161 | Aztecs, Mayas, and Spaniards                                      | 3 |
| IPK 105           | Introduction to Stó:lō People and Communities (formerly FNST 101) | 3 |

### 1B: Indigenous history (upper-level)

| Course            | Title                                                                    | Credits |
|-------------------|--------------------------------------------------------------------------|---------|
| ADED 365          | Adult Education in Canada: Indigenous Peoples                            | 3       |
| AH 321            | Canada Contact Zone                                                      | 4       |
| HIST 327          | Settler-Indigenous Relations in New Zealand and Canada                   | 4       |
| HIST 396I         | Topics in North American History: Rights, Title, and Land                | 4       |
| HIST 399E         | Special Topics in History I: Films, Histories, and Land                  | 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       |
| IPK 331/ POSC 336 | History of Indigenous Leadership                                         | 4       |
| POSC 332          | Politics of Multiculturalism                                             | 3       |

### 2A: Social relations and governance (lower-level)

| Course   | Title                                                                      | Credits |
|----------|----------------------------------------------------------------------------|---------|
| ANTH 211 | Aboriginal Peoples in BC: Contemporary Issues                              | 3       |
| ANTH 268 | Culture and Environment                                                    | 3       |
| CRIM 211 | Indigenous Peoples, Crime, and Criminal Justice                            | 3       |
| ENGL 240 | An Introduction to Canadian Literature                                     | 3       |
| IPK 205  | Stó:lō Social and Governing Structures (formerly FNST 202)                 | 3       |
| IPK 275  | Indigenous Education: Contemporary Issues and Policies (formerly FNST 275) | 3       |
| SOC 210  | Social Problems of Canadian Society                                        | 3       |

|                                |                                                |   |
|--------------------------------|------------------------------------------------|---|
| SOC 270/ ANTH 270/<br>MACS 270 | Dynamics of Racism in Canada                   | 3 |
| SOWK 110                       | Introduction to Social Work and Human Services | 3 |
| VA 143                         | Indigenous Art and Professional Practices      | 3 |

## 2B: Social relations and governance (upper-level)

| Course               | Title                                                  | Credits |
|----------------------|--------------------------------------------------------|---------|
| ADED 365             | Adult Education in Canada: Indigenous Peoples          | 3       |
| ANTH 388/ SOC<br>388 | Global Indigeneity                                     | 4       |
| GEOG 300F            | Special Topics in Geography                            | 4       |
| GEOG 312             | Nature, Power, and Place                               | 4       |
| HIST 327             | Settler-Indigenous Relations in New Zealand and Canada | 4       |
| IPK 332              | Indigenous Governance and Leadership                   | 4       |
| POSC 301             | The Canadian State and Indigenous Governance           | 3       |
| POSC 309             | Canadian Constitutional Politics                       | 3       |
| POSC 332             | Politics of Multiculturalism                           | 3       |

## 3A: Land and culture (lower-level)

| Course   | Title                                                             | Credits |
|----------|-------------------------------------------------------------------|---------|
| AH 100   | History of Art and Culture in a Global Context                    | 3       |
| AH 204   | Indigenous Art of the Northwest Coast                             | 3       |
| EDUC 290 | Introduction to Aboriginal Culture and Language Education         | 4       |
| EDUC 291 | Intermediate Studies in Aboriginal Culture and Language Education | 4       |
| FNST 230 | Aboriginal Culture and Language Practicum                         | 6       |
| HALQ 201 | Intermediate Halq'eméylem I                                       | 3       |
| HALQ 202 | Intermediate Halq'eméylem II                                      | 3       |
| IPK 105  | Introduction to Stó:lō People and Communities (formerly FNST 101) | 3       |
| IPK 106  | Stó:lō Ways of Healing and Helping (formerly FNST 102)            | 3       |
| IPK 277  | Indigenous Art: Stories and Protocols                             | 3       |

|                       |                                                                                |   |
|-----------------------|--------------------------------------------------------------------------------|---|
| THEA 250/<br>ENGL 253 | Introduction to Storytelling in Indigenous, Theatrical, and Global Communities | 3 |
| VA 140/FD 140         | Indigenous Design and Technology: Special Topics I                             | 3 |
| VA 141/FD 141         | Indigenous Design and Technology: Special Topics II                            | 3 |
| VA 142/FD 142         | Indigenous Art and Design in Context                                           | 3 |

### 3B: Land and culture (upper-level)

| Course            | Title                                                             | Credits |
|-------------------|-------------------------------------------------------------------|---------|
| ANTH 387/ SOC 387 | Aboriginal Peoples of Canada                                      | 4       |
| FD 345            | Textile Traditions of Indigenous Peoples in Canada (discontinued) | 3       |
| GEOG 447          | Aboriginal Geography                                              | 4       |
| HIST 396I         | Topics in North American History: Rights, Title, and Land         | 4       |
| IPK 477/BIO 477   | Traditional Ecological Knowledges                                 | 4       |
| SOWK 392          | Indigenous Social Work                                            | 3       |

### 4A: Worldview and spirituality (lower-level)

| Course   | Title                                                   | Credits |
|----------|---------------------------------------------------------|---------|
| ANTH 130 | Religions and Cultures                                  | 3       |
| CMNS 180 | Introduction to Intercultural Communication             | 3       |
| HSER 120 | Interpersonal Communications for Human Services         | 3       |
| IPK 206  | Stó:lō Communications and Worldview (formerly FNST 201) | 3       |
| PHIL 240 | Philosophy of Religion                                  | 3       |
| SOC 101  | Introductory Sociology                                  | 3       |

### 4B: Worldview and spirituality (upper-level)

| Course            | Title                                                | Credits |
|-------------------|------------------------------------------------------|---------|
| ANTH 368/ SOC 368 | Environment and Society (formerly SOC 468/ANTH 468)  | 4       |
| FREN 415          | Myths, Tales, and Legends in Francophone Literatures | 4       |

|           |                                        |   |
|-----------|----------------------------------------|---|
| IPK 401   | Indigenous Worldviews and Spirituality | 4 |
| PHIL 318  | Environmental Ethics                   | 3 |
| PHIL 483D | Selected Topics in Philosophy          | 3 |
| RLST 380  | Religion, Nature, and Science          | 3 |
| SOWK 392  | Indigenous Social Work                 | 3 |

### 5A: Applied skills in business, management, and communication (lower-level)

| Course             | Title                                                             | Credits |
|--------------------|-------------------------------------------------------------------|---------|
| BUS 100            | Introduction to Business                                          | 3       |
| BUS 201            | Human Resource Management                                         | 3       |
| BUS 202            | Contemporary Management                                           | 3       |
| BUS 203            | Organizational Behaviour                                          | 3       |
| BUS 204            | Management of Non-Profit Organizations                            | 3       |
| CMNS 125           | Communicating Professionally to Academic and Workplace Audiences  | 3       |
| CMNS 212/ MACS 212 | Introduction to Media and Public Relations                        | 3       |
| CMNS 235           | Public Speaking                                                   | 3       |
| CMNS 251           | Professional Report Writing                                       | 3       |
| CMNS 280           | Team and Small Group Communication for the Workplace              | 3       |
| HSER 200           | Counselling Skills                                                | 3       |
| HSER 250           | Integration of Social Services Theory and Practice (discontinued) | 3       |

### 5B: Applied skills in business, management, and communication (upper-level)

| Course  | Title                             | Credits |
|---------|-----------------------------------|---------|
| BUS 370 | Managerial Control (discontinued) | 3       |
| BUS 377 | Cooperative Enterprises           | 3       |
| BUS 408 | Teamwork in Organizations         | 3       |
| BUS 430 | Management of Innovation          | 3       |
| BUS 478 | Work Spaces, Built Places         | 3       |



|          |                                                   |   |
|----------|---------------------------------------------------|---|
| CMNS 312 | Public Relations Campaigns                        | 3 |
| CMNS 335 | Advanced Public Speaking                          | 4 |
| CMNS 351 | Formal Research Report Writing                    | 3 |
| CMNS 353 | Research in Organizations                         | 3 |
| CMNS 360 | Advocacy Writing                                  | 3 |
| CMNS 380 | Communicating in the Cross-Generational Workplace | 3 |
| CMNS 420 | Virtual Team Communication                        | 4 |
| CMNS 430 | Communication for Project Management              | 3 |
| CMNS 445 | Facilitation Skills for the Workplace             | 4 |
| CMNS 465 | Grant and Proposal Writing                        | 3 |

# Indigenous Studies certificate

## Basis for admission decision

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. ~~A number of seats will be reserved for Indigenous students.~~

...

## Program outline

These courses can be completed in a flexible ~~format, or~~ format or completed in two full-time semesters as shown below.

### Semester I

| Course       | Title                                                                            | Credits   |
|--------------|----------------------------------------------------------------------------------|-----------|
| HALQ 101     | Halq'eméylem Language I                                                          | 3         |
| IPK 102      | Introduction to Indigenous Studies                                               | 3         |
| IPK 106      | Stó:lō Ways of Healing and Helping (formerly FNST 102)                           | 3         |
| HIST 103     | Stó:lō History                                                                   | 3         |
| IPK 2072     | Introduction to <u>Indigenous Resurgence Canadian Indian Residential Schools</u> | 3         |
| <u>Total</u> |                                                                                  | <u>15</u> |

### Semester II

| Course    | Title                                                                                       | Credits |
|-----------|---------------------------------------------------------------------------------------------|---------|
| IPK 20277 | <u>Introduction to Indigenous Resurgence</u> <u>Indigenous Art: Stories &amp; Protocols</u> | 3       |
| IPK 206   | Stó:lō <u>&amp; Salish</u> Communications and Worldview ( <del>formerly</del> FNST 201)     | 3       |

|                          |                                                                                                         |          |
|--------------------------|---------------------------------------------------------------------------------------------------------|----------|
| IPK 275                  | Indigenous Education: Contemporary Issues and Policies (formerly FNST 275)                              | <u>3</u> |
| IPK 302                  | <del>Colonial Trauma,</del> <a href="#">Residential Schools</a> , and <del>Indigenous</del> Resilience. | 3        |
| <b>One of:</b>           |                                                                                                         | 3-4      |
| <a href="#">IPK</a>      | <a href="#">Any IPK course not listed above</a>                                                         | -        |
| AH 204                   | Indigenous Art of the Northwest Coast                                                                   |          |
| <del>ANTH 102</del>      | <del>Culture and Society</del>                                                                          |          |
| ANTH 130/111             | <a href="#">Religions and Cultures First Nations of British Columbia – Traditional Cultures</a>         |          |
| ANTH 211                 | Aboriginal Peoples in B.C.: Contemporary Issues                                                         |          |
| <del>ENGL 170</del>      | <del>Topics in Literature</del>                                                                         |          |
| ENGL 228                 | Indigenous Literature                                                                                   |          |
| ENGL 253                 | Introduction to Storytelling in Indigenous, Theatrical, and Global Communities                          |          |
| <a href="#">FILM 313</a> | <a href="#">Indigenous Film</a>                                                                         |          |
| <del>HIST 3960</del>     | <del>Topics in North American History: History of Residential Schools</del>                             | -        |
| <a href="#">IPK</a>      | <a href="#">Any IPK course not listed above</a>                                                         | -        |
| POSC 301                 | The Canadian State and Indigenous Governance                                                            |          |
| <a href="#">THEA 250</a> | <a href="#">Introduction to Storytelling in Indigenous, Theatrical, and Global Communities.</a>         |          |
| <a href="#">VA 140</a>   | <a href="#">Indigenous Design and Technology: Special Topics I</a>                                      |          |

# Stó:lō Studies certificate

## Program outline

Semester I (Fall): 6 credits

| Course   | Title                                                             | Credits |
|----------|-------------------------------------------------------------------|---------|
| HALQ 101 | Halq'eméylem Language I (see Note 1)                              | 3       |
| IPK 105  | Introduction to Stó:lō People and Communities (formerly FNST 101) | 3       |

Semester II (Winter): 9 credits

| Course   | Title                                                  | Credits |
|----------|--------------------------------------------------------|---------|
| HALQ 102 | Halq'eméylem Language II (see Note 1)                  | 3       |
| HIST 103 | Stó:lō History                                         | 3       |
| IPK 106  | Stó:lō Ways of Healing and Helping (formerly FNST 102) | 3       |

Semester III (Fall): 6 credits

| Course   | Title                                                           | Credits |
|----------|-----------------------------------------------------------------|---------|
| HALQ 201 | Intermediate Halq'eméylem I (see Note 2)                        | 3       |
| IPK 206  | Stó:lō & Salish Communication and Worldview (formerly FNST 201) | 3       |

Semester IV (Winter): 6 credits

| Course   | Title                                                      | Credits |
|----------|------------------------------------------------------------|---------|
| HALQ 202 | Intermediate Halq'eméylem II (see Note 2)                  | 3       |
| IPK 205  | Stó:lō Social and Governing Structures (formerly FNST 202) | 3       |

Elective courses (choose one)

| Course | Title | Credits |
|--------|-------|---------|
|--------|-------|---------|

|                    |                                                         |              |
|--------------------|---------------------------------------------------------|--------------|
| IPK 100            | Learn Today, Lead Tomorrow                              | 3            |
| IPK 101            | University and College Access Seminar II                | 3            |
| <del>IPK 121</del> | <del>Learn Today, Lead Tomorrow I (discontinued)</del>  | <del>3</del> |
| <del>IPK 122</del> | <del>Learn Today, Lead Tomorrow II (discontinued)</del> | <del>3</del> |
| IPK 331/ POSC 336  | History of Indigenous Leadership                        | 4            |
| IPK 332            | Indigenous Governance and Leadership                    | 4            |

Note 1: HALQ 100 (discontinued) may be used in place of HALQ 101 and 102

Note 2: HALQ 200 (discontinued) may be used in place of HALQ 201 and 202

**Memo for Program Changes**

To: Dr. Linda Pardy, Chair of CACC

From: GDS Program Chair, Dr. Geetanjali Gill

Date: Dec. 1, 2023

**Subject:**

- **Removing GDS/ANTH/SOC/LAS 363, GDS/SOC 250, SOC/ANTH 368 from GDS program 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):

- SOC/ANTH/LAS/GDS 363 and GDS/SOC 250 were not taught in the 2023/24 academic year as the course material is already being taught in GDS 100, GDS/ANTH 220, and GDS 320. There is also no faculty member in GDS or SCMS available to teach these courses. SOC/ANTH 368 is being removed from the GDS program (currently in a basket of courses) as GDS students are unable to take this course due to prerequisite requirements, and the course instructor has deemed the course to be unsuitable for the GDS program.

These courses are housed in SCMS. SCMS has been consulted and is aware that the GDS program will no longer be requiring these courses. See attached email confirming.

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

N/A

4. What consideration has been given to Indigenizing the curriculum?

N/A

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

N/A

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

N/A

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

N/A

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

N/A

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

N/A

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

**From:** Geetanjali Gill <[Geetanjali.Gill@ufv.ca](mailto:Geetanjali.Gill@ufv.ca)>  
**Sent:** Saturday, November 18, 2023 12:38:16 PM  
**To:** Chantelle Marlor <[Chantelle.Marlor@ufv.ca](mailto:Chantelle.Marlor@ufv.ca)>  
**Subject:** SOC courses for GDS program

Hello Chantelle,

The GDS PC met yesterday. We voted to remove both of these courses from the GDS program.

I also wanted to ask you about 2 SOC courses that you brought to CACC for revision. The GDS PC discussed them as possible courses to be added to the GDS program.

1. SOC 254, Writing for the Social Sciences. I appreciate that the prereqs for this course allow GDS students to take this course. Will this be taught each year? Do you think that there would be space for students outside of SOC to gain access? We would like to add this to our writing basket of courses in the GDS BA program. *That would be great if you added it to your writing basket. This course is being offered at least once, if not twice, a year. There is definitely space for more students than those in SOC. (I think CRIM student are taking it—they also have it in their writing basket--so there may be some competition with CRIM students. That said, we do not have reserves for SOC students that would prevent GDS students from enrolling).*
2. SOC 265 Social Inequality. As we are removing GDS/SOC 250 from the program, we would like to still like our students to take a SOC course at the lower level. This course seems ideal. In fact, I had thought that I would revise GDS 250 into a course on global poverty and social inequality but it would not fit into my workload. So this course would be great for GDS students! Can you confirm if this course will have a global or mostly Canadian focus (though I still think it's valuable for GDS students either way)? Will it be taught each year? Which Instructor(s) would likely teach it? Would there be space for GDS students to access it? This course will likely have more of a Canadian focus, depending on who is teaching it. *Right now, there is not one specific instructor for the course. Martha Dow and Leah Bishop (the latter being one of our sessionals) have taught it the most, lately. It is really a course any of us in SOC can teach and it will have more of a global focus for some instructors. There will easily be space for GDS students.*

Please also let me know if we need to remove ANTH/SOC 368 from the GDS program due to the pre-req issue. *We have opted not to add GDS 100 to the pre-reqs for ANTH/SOC 368. Keziah feels that it does not set up the student well for the type of discussions she has in this course. I will leave it up to your GDS Curriculum Committee to decide whether you want to remove it from your program basket.*

Thank you,

Geetanjali

**Dr. Geetanjali Gill**

Assistant Professor

Program Chair, Global Development Studies





## MEMO

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**To:** Linda Pardy

**From:** Sylvie Murray

**Cc:** Tara Kaszonyi, Mark Fischer

**Subject:** Program Changes Budget Approval: Global Development Studies Minor, Extended Minor and Degree, School of Social Justice and Global Stewardship, 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 Global Development Studies Minor, Extended Minor and Degree, 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 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

## Bachelor of Arts in Global Development Studies degree

Global Development Studies (GDS) is an interdisciplinary program designed to equip students with the knowledge, skills, and experience required to function effectively as development professionals in Canada or abroad, or to continue on to graduate or to other professional studies.

The program requires a minimum of 120 credits, including a minimum of 45 upper-level (300- or 400-level) credits.

### Program outline

#### Lower-level requirements

| Course                    | Title                                                            | Credits |
|---------------------------|------------------------------------------------------------------|---------|
| ECON 100                  | Principles of Microeconomics                                     | 3       |
| <b>or</b> ECON 101        | Principles of Macroeconomics                                     |         |
| GDS 100/ GEOG 109         | A World of Development                                           | 3       |
| GDS 204                   | Development in Sub-Saharan Africa                                | 3       |
| GDS 260                   | Gender and Global Development                                    | 3       |
| POSC 230                  | Democracies and Authoritarian Regimes                            | 3       |
| <b>or</b> POSC 260        | International Relations and Global Politics                      |         |
| <b>One of:</b> (see Note) |                                                                  | 3       |
| CMNS 125                  | Communicating Professionally to Academic and Workplace Audiences |         |
| CMNS 175                  | Writing for the Internet                                         |         |
| ENGL 105                  | Academic Writing                                                 |         |
| <b>Two of:</b>            |                                                                  | 6       |
| GDS 220/ ANTH 220         | Anthropology of Globalization and Development                    | 3       |
| GDS 250/ SOC 250          | Sociology of Development — The Global South                      |         |

|                |                                                        |          |
|----------------|--------------------------------------------------------|----------|
| GEOG 260       | Global Goals Studio: Sustainable Communities by Design | <u>3</u> |
| <b>One of:</b> |                                                        | 3-4      |
| ANTH 202       | Ethnographic Toolkit                                   |          |
| BUS 204        | Management of Non-Profit Organizations                 |          |
| CMNS 251       | Professional Report Writing                            |          |
| GEOG 253       | Introduction to Geographic Information Systems         |          |

Note: Students may also satisfy this requirement with an A or better in one of English Studies 12, English First Peoples 12, ENGL 091, or ENGL 099.

## Upper-level requirements

| Course                                            | Title                                                                     | Credits    |
|---------------------------------------------------|---------------------------------------------------------------------------|------------|
| ECON 398                                          | Development Economics                                                     | 3          |
| GDS 340/ GEOG 340                                 | Geographies of Development: Landscapes of Inequality                      | 4          |
| <b>or</b> GEOG 364                                | International Planning and Development Policy: Adapting to Climate Change |            |
| GDS 320                                           | Decolonizing Aid and Development                                          | <u>3-4</u> |
| <del>or GDS 363/ SOC 363/ ANTH 363/ LAS 363</del> | <del>Processes of Development and Underdevelopment: Latin America</del>   |            |
| GDS 330/ ANTH 330                                 | Humanitarianism and Complex Emergencies                                   | 4          |
| <b>or</b> GDS 332                                 | Refugees, Displacement, and Development                                   |            |
| GDS 370                                           | Fundamentals of Global Health and Development                             | 3          |
| GEOG 396/ GDS 310/ SOC 396                        | Canada Internship                                                         | 6          |
| <b>or</b> GEOG 398/ GDS 311/ SOC 398              | International Internship                                                  |            |
| <del>IPK 344/ ANTH 344/ SOC 344</del>             | Indigenous Research Methodologies                                         | 3-4        |
| <b>or</b> POSC 300                                | Research Design and Methods                                               |            |
| <b>One of:</b>                                    |                                                                           | 3-4        |
| ADED 420                                          | Adult Education in the Global Context                                     |            |
| ANTH 367/ ENGL 367                                | Culture and Theory of Diaspora                                            |            |
| ANTH 388/ SOC 388                                 | Global Indigeneity                                                        |            |

|                              |                                                                       |     |
|------------------------------|-----------------------------------------------------------------------|-----|
| IPK 386                      | Indigenous Worldviews of Turtle Island                                |     |
| PLAN 410                     | Indigenizing Planning: Indigenous Land Use and Community Planning     |     |
| POSC 321                     | Global Issues in Indigenous Politics                                  |     |
| POSC 324                     | Nationalism and Ethnic Politics                                       |     |
| SOCA 301                     | Race, Place, and Space: Creative Tools for Navigating Turbulent Times |     |
| <b>One of:</b>               |                                                                       | 3-4 |
| <del>ANTH 368/ SOC 368</del> | <del>Environment and Society</del>                                    |     |
| CRIM 335                     | Justice and Human Rights                                              |     |
| ECON 361/ GEOG 361           | Environmental Economics                                               |     |
| POSC 325                     | Social Movements and Advocacy Groups                                  |     |
| POSC 330                     | Politics of Human Rights                                              |     |
| POSC 360                     | The United Nations and International Organizations                    |     |
| POSC 368                     | Global Issues and Canadian Foreign Policy                             |     |
| SOC 346                      | Environmental Justice                                                 |     |
| SOC 348                      | Social Movements                                                      |     |
| <b>One of:</b>               |                                                                       | 3-4 |
| ADED 340                     | Program Planning and Evaluation                                       |     |
| ADED 446                     | Community-based Adult Education Methods                               |     |
| CMNS 360                     | Advocacy Writing                                                      |     |
| CMNS 465                     | Grant and Proposal Writing                                            |     |
| ENV 310                      | Leadership in Environmental Professions                               |     |
| SOC 352/ POSC 352            | Public Policy Analysis                                                |     |
| SOWK 380                     | Social Work and Community Development                                 |     |
| <b>Plus:</b>                 |                                                                       |     |
| GDS 400                      | Global Development Seminar (see Note)                                 | 4   |

Note: Students must complete GDS 310/GEOG 396/SOC 396 or GDS 311/GEOG 398/SOC 398 before they can enrol in GDS 400.

# Global Development Studies extended minor

## Program outline

Lower-level requirements: 15-16 credits

| Course            | Title                                                  | Credits |
|-------------------|--------------------------------------------------------|---------|
| <b>Three of:</b>  |                                                        | 9       |
| GDS 100/ GEOG 109 | A World of Development                                 |         |
| GDS 204           | Development in Sub-Saharan Africa                      |         |
| GDS 220/ ANTH 220 | Anthropology of Globalization and Development          |         |
| GDS 250/ SOC 250  | Sociology of Development — The Global South            |         |
| GDS 260           | Gender and Global Development                          |         |
| GEOG 260          | Global Goals Studio: Sustainable Communities by Design |         |
| <b>Two of:</b>    |                                                        | 6-7     |
| ANTH 202          | Ethnographic Toolkit                                   |         |
| BUS 204           | Management of Non-Profit Organizations                 |         |
| CMNS 251          | Professional Report Writing                            |         |
| ECON 100          | Principles of Microeconomics                           |         |
| ECON 101          | Principles of Macroeconomics                           |         |
| GDS 100/ GEOG 109 | A World of Development                                 |         |
| GDS 204           | Development in Sub-Saharan Africa                      |         |
| GDS 220/ ANTH 220 | Anthropology of Globalization and Development          |         |
| GDS 250/ SOC 250  | Sociology of Development — The Global South            |         |
| GDS 260           | Gender and Global Development                          |         |
| GEOG 253          | Introduction to Geographic Information Systems         |         |
| GEOG 260          | Global Goals Studio: Sustainable Communities by Design |         |
| POSC 230          | Democracies and Authoritarian Regimes                  |         |
| POSC 260          | International Relations and Global Politics            |         |

Note: A single course cannot be used to satisfy more than one requirement.

## Upper-level requirements: 16-21 credits

| Course                              | Title                                                                     | Credits |
|-------------------------------------|---------------------------------------------------------------------------|---------|
| <b>Three of:</b>                    |                                                                           | 10-11   |
| GDS 320                             | Decolonizing Aid and Development                                          |         |
| GDS 330/ ANTH 330                   | Humanitarianism and Complex Emergencies                                   |         |
| GDS 332                             | Refugees, Displacement, and Development                                   |         |
| GDS 370                             | Fundamentals of Global Health and Development                             |         |
| <b>One of:</b>                      |                                                                           | 3-4     |
| GDS 320                             | Decolonizing Aid and Development                                          |         |
| GDS 330/ ANTH 330                   | Humanitarianism and Complex Emergencies                                   |         |
| GDS 332                             | Refugees, Displacement, and Development                                   |         |
| GDS 340/ GEOG 340                   | Geographies of Development: Landscapes of Inequality                      |         |
| GDS 363/ SOC 363/ ANTH 363/ LAS 363 | Processes of Development and Underdevelopment: Latin America              |         |
| GDS 370                             | Fundamentals of Global Health and Development                             |         |
| GEOG 364                            | International Planning and Development Policy: Adapting to Climate Change |         |
| <b>One of:</b>                      |                                                                           | 3-6     |
| ADED 420                            | Adult Education in the Global Context                                     |         |
| ANTH 367/ ENGL 367                  | Culture and Theory of Diaspora                                            |         |
| ANTH 388/ SOC 388                   | Global Indigeneity                                                        |         |
| ANTH 368/ SOC 368                   | Environment and Society                                                   |         |
| CRIM 335                            | Justice and Human Rights                                                  |         |
| ECON 361/ GEOG 361                  | Environmental Economics                                                   |         |
| ECON 398                            | Development Economics                                                     |         |
| GDS 320                             | Decolonizing Aid and Development                                          |         |
| GDS 330/ ANTH 330                   | Humanitarianism and Complex Emergencies                                   |         |
| GDS 332                             | Refugees, Displacement, and Development                                   |         |
| GDS 340/ GEOG 340                   | Geographies of Development: Landscapes of Inequality                      |         |
| GDS 363/ SOC 363/ ANTH 363/ LAS 363 | Processes of Development and Underdevelopment: Latin America              |         |
| GDS 370                             | Fundamentals of Global Health and Development                             |         |

|                            |                                                                           |  |
|----------------------------|---------------------------------------------------------------------------|--|
| GEOG 364                   | International Planning and Development Policy: Adapting to Climate Change |  |
| GEOG 396/ GDS 310/ SOC 396 | Canada Internship (see Note 2)                                            |  |
| GEOG 398/ GDS 311/ SOC 398 | International Internship (see Note 2)                                     |  |
| IPK 386                    | Indigenous Worldviews of Turtle Island                                    |  |
| PLAN 410                   | Indigenizing Planning: Indigenous Land Use and Community Planning         |  |
| POSC 321                   | Global Issues in Indigenous Politics                                      |  |
| POSC 324                   | Nationalism and Ethnic Politics                                           |  |
| POSC 325                   | Social Movements and Advocacy Groups                                      |  |
| POSC 330                   | Politics of Human Rights                                                  |  |
| POSC 360                   | The United Nations and International Organizations                        |  |
| POSC 368                   | Global Issues and Canadian Foreign Policy                                 |  |
| SOC 346                    | Environmental Justice                                                     |  |
| SOC 348                    | Social Movements                                                          |  |
| SOCA 301                   | Race, Place, and Space: Creative Tools for Navigating Turbulent Times     |  |

Note 1: A single course cannot be used to satisfy more than one requirement.

Note 2: Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398.

# Global Development Studies minor

## Program outline

Lower-level requirements: 9 credits

| Course                      | Title                                                  | Credits |
|-----------------------------|--------------------------------------------------------|---------|
| <b>Three of:</b>            |                                                        | 9       |
| GDS 100/ GEOG 109           | A World of Development                                 |         |
| GDS 204                     | Development in Sub-Saharan Africa                      |         |
| GDS 220/ ANTH 220           | Anthropology of Globalization and Development          |         |
| <del>GDS 250/ SOC 250</del> | <del>Sociology of Development — The Global South</del> |         |
| GDS 260                     | Gender and Global Development                          |         |
| GEOG 260                    | Global Goals Studio: Sustainable Communities by Design |         |

Upper-level requirements: 16-21 credits

| Course                                         | Title                                                                     | Credits |
|------------------------------------------------|---------------------------------------------------------------------------|---------|
| <b>Three of:</b>                               |                                                                           | 10-11   |
| GDS 320                                        | Decolonizing Aid and Development                                          |         |
| GDS 330/ ANTH 330                              | Humanitarianism and Complex Emergencies                                   |         |
| GDS 332                                        | Refugees, Displacement, and Development                                   |         |
| GDS 370                                        | Fundamentals of Global Health and Development                             |         |
| <b>One of:</b>                                 |                                                                           | 3-4     |
| GDS 320                                        | Decolonizing Aid and Development                                          |         |
| GDS 330/ ANTH 330                              | Humanitarianism and Complex Emergencies                                   |         |
| GDS 332                                        | Refugees, Displacement, and Development                                   |         |
| GDS 340/ GEOG 340                              | Geographies of Development: Landscapes of Inequality                      |         |
| <del>GDS 363/ SOC 363/ ANTH 363/ LAS 363</del> | <del>Processes of Development and Underdevelopment: Latin America</del>   |         |
| GDS 370                                        | Fundamentals of Global Health and Development                             |         |
| GEOG 364                                       | International Planning and Development Policy: Adapting to Climate Change |         |
| <b>One of:</b>                                 |                                                                           | 3-6     |
| ADED 420                                       | Adult Education in the Global Context                                     |         |



|                                                |                                                                           |  |
|------------------------------------------------|---------------------------------------------------------------------------|--|
| ANTH 367/ ENGL 367                             | Culture and Theory of Diaspora                                            |  |
| ANTH 388/ SOC 388                              | Global Indigeneity                                                        |  |
| <del>ANTH 368/ SOC 368</del>                   | <del>Environment and Society</del>                                        |  |
| CRIM 335                                       | Justice and Human Rights                                                  |  |
| ECON 361/ GEOG 361                             | Environmental Economics                                                   |  |
| ECON 398                                       | Development Economics                                                     |  |
| GDS 320                                        | Decolonizing Aid and Development                                          |  |
| GDS 330/ ANTH 330                              | Humanitarianism and Complex Emergencies                                   |  |
| GDS 332                                        | Refugees, Displacement, and Development                                   |  |
| GDS 340/ GEOG 340                              | Geographies of Development: Landscapes of Inequality                      |  |
| <del>GDS 363/ SOC 363/ ANTH 363/ LAS 363</del> | <del>Processes of Development and Underdevelopment: Latin America</del>   |  |
| GDS 370                                        | Fundamentals of Global Health and Development                             |  |
| GEOG 364                                       | International Planning and Development Policy: Adapting to Climate Change |  |
| GEOG 396/ GDS 310/ SOC 396                     | Canada Internship (see Note 2)                                            |  |
| GEOG 398/ GDS 311/ SOC 398                     | International Internship (see Note 2)                                     |  |
| IPK 386                                        | Indigenous Worldviews of Turtle Island                                    |  |
| PLAN 410                                       | Indigenizing Planning: Indigenous Land Use and Community Planning         |  |
| POSC 321                                       | Global Issues in Indigenous Politics                                      |  |
| POSC 324                                       | Nationalism and Ethnic Politics                                           |  |
| POSC 325                                       | Social Movements and Advocacy Groups                                      |  |
| POSC 330                                       | Politics of Human Rights                                                  |  |
| POSC 360                                       | The United Nations and International Organizations                        |  |
| POSC 368                                       | Global Issues and Canadian Foreign Policy                                 |  |
| SOC 346                                        | Environmental Justice                                                     |  |
| SOC 348                                        | Social Movements                                                          |  |
| SOCA 301                                       | Race, Place, and Space: Creative Tools for Navigating Turbulent Times     |  |

Note 1: A single course cannot be used to satisfy more than one requirement.

Note 2: Students may take no more than one of GEOG 396/GDS 310/SOC 396 or GEOG 398/GDS 311/SOC 398.

**From:** Caroline Majeau <Caroline.Majeau@ufv.ca>  
**Sent:** Monday, December 4, 2023 3:27 PM  
**To:** Amanda Grimson <Amanda.Grimson@ufv.ca>  
**Cc:** Ian Affleck <Ian.Affleck@ufv.ca>; mathstat head <mathstat.head@ufv.ca>  
**Subject:** RE: BSc declaration requirements on major/minor/honours pages

Hi Amanda,

The Faculty of Science Curriculum Committee discussed the direct entry of BSc students. It was voted on November 18<sup>th</sup> and then forwarded to Science Faculty Council for approval on December 1, 2023. The recommendation was made to change the entrance requirement for students to declare. The committee recommended that each department look at their specific discipline requirements to see if any updates could be made, but regarding the overall BSc requirements, an update to the 30-credit requirement and GPA wording is being requested.

**MOTION:** THAT the Science Faculty Council approve to remove the 30-credit requirement and modify the GPA requirement by removing the words "on credits attempted".

All in favour; 2 abstentions.

Amanda, I assume this is the next step in getting the calendar updated.

Ben and Ian, if I have forgotten anything to pass along to Amanda, please chime in.

Thanks,

Caroline Majeau  
Department Coordinator, Biology  
33844 King Road | Abbotsford, BC Canada V2S 7M8  
P: 604.864.4679 | E: [caroline.majeau@ufv.ca](mailto:caroline.majeau@ufv.ca)  
<https://www.ufv.ca/biology/>



## **Bachelor of Science degree**

### **Bachelor of Science declaration requirements for majors and a minor**

Students may formally declare a Science major or minor if they meet all of the following requirements:

- ~~A minimum of 30 credits;~~
- A minimum CGPA of 2.00 ~~on all credits attempted;~~ and
- The declaration requirements of the specific subject discipline(s) (see below).

Bachelor of Science students are expected to declare a major or minor by the time they have completed 60 credits. In order to have access to discipline-reserved seating, where applicable, students must be admitted to the BSc and be formally declared. Students who are undecided should consult with an Advisor regarding their options.

Please note that the number of students requesting entry into any Science honours, major, or minor may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection will be the applicant's GPA on required lower-level prerequisites; students in the Bachelor of Science program will have priority. UFV cannot guarantee available seats in required program courses.

**MEMO**

TO: UEC  
FR: Dr. Claire Carolan, AD/PDQA  
CC:  
RE: Updated Program Development Procedures  
DATE: November 27, 2023

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In 2020 UFV underwent its first Quality Assurance Process Audit (QAPA) and [in response](#) developed a set of 15 areas for improvement or consideration. Included in those are:

1. ***Refine program development process to align with the current DQAB submission process.***
2. ***Investigate a shorter timeline for program development; specifically, a more efficient concept paper template and approval process.***

To address these action items, I have been working on a draft of new program development procedures. The document is completely new, as such there is not a track-changed version working from the original document. This memo highlights the major changes and rationale behind each.

Please note that these procedures are in no way impacted by the DQAB procedural updates which are expected to go live in spring 2024. All proposals currently in the DQAB system will continue to be evaluated under the current criteria. (re: update November 27, 2023)

---

**Change: Concept Paper Approval**

The current concept paper process is labour intensive in terms of length and approval pipeline and is not required by all new programs. The existing approval pipeline is:

PDQA -> Faculty/College Council & Dean -> PDQA -> Provost -> APPC -> Senate -> Board

**Proposed:**

PDQA -> Faculty/College Council & Dean -> PDQA -> Provost

**Consulted:**

Provost & Vice Provost

**Date:** Spring 2022

**Rationale:** At the concept stage, APPC, Senate and Board approval are not necessary.

---

**Change: New Concept Template**

The current concept paper process is labour intensive in terms of length and is not required by all new programs.

**Proposed:**

A new concept feasibility assessment template has been drafted. It has been combined with the Budget Analysis Part A & B to streamline the process.

**Consulted:**

CFO & VP Administration  
AVP Resource Planning & Enterprise Risk  
Director, Budgets and Financial Planning

**Date:** November 2023

**Rationale:** It focuses the concept stage on student and industry demand, benefit to the institution and financial feasibility. Previously the financial feasibility was not examined until later in the process meaning that program working groups could spend months or years on developing a program only to determine late in the stage that it was not financially feasible. The template keeps the document length in check and limits the scope of the content to concept necessary information only.

The proposed template is a less labour intensive process with shorter approval times as required by the QAPA responses.

---

**Change: Concept paper requirement**

Currently there are different concept paper formats for different types of credentials. Some credentials do not currently require a concept paper.

**Proposed:** All new proposed programs must complete the same concept feasibility assessment.

**Consulted:**

AVP Resource Planning & Enterprise Risk

**Date:** November 2023

**Rationale:** All new programs should complete a concept feasibility assessment to determine student demand, industry demand and institutional need. By streamlining a process that is consistent for all proposals there is process equity among proponents and no risk of time wasted completing the wrong document.

---

**Change: Program Development Guidelines**

**Proposed:** A single shared undergraduate and graduate procedures document.

**Consulted:**

University Secretariat

**Date:** November 2023

**Rationale:** A single document 1). Ensures that procedural updates for program development are consistent throughout all UFV credentials, 2). Supports QAPA response 11 to link quality assurance processes 3). Lessens labour required in maintain the procedures documents.

---

**Change: Program Development Guidelines**

**Proposed:** Separate the program development procedures from course development procedures.

**Consulted:**

UEC Chair, UEC Co-chair, UEC Assistant

(**Discussion unresolved.** PDQA preference is to separate them as PDQA functionally oversees Program Development and UEC oversees Course Development and Approval. Separation allows for combining of undergrad and grad procedures. Additionally, Program Change should move under PDQA as there are consistent challenges with the current arrangement as Program Changes are not currently required to consult PDQA. Under the new DQAB system, the program change threshold is going to be 1/3 or more of the program's core curriculum. As such it is important that PDQA have oversight to ensure that program changes are meeting DQAB standards.)

**Date:** November 2023

**Rationale:** A single document 1). Ensures that procedural updates for program development are consistent throughout all UFV credentials, 2). Supports QAPA response 11 to link quality assurance processes 3). Lessens labour required in maintain the procedures documents.

---

**Change: Program Development Guidelines – Internal Consultation**

**Proposed:** Inclusion of step-by-step instructions and recommendations for internal approvals

**Consulted/Feedback requested from:**

OReg, Advising, International, Xwexwilmexwawt, EDI, Financial Aid & Awards, PLAR, Sustainability, T&L, CECE, Marketing, IT, Research Office

**Consulted/Feedback received from:**

OReg, Financial Aid & Awards, PLAR, Sustainability, T&L, Marketing, CECE, Research Office

**Date:** November 2023

**Rationale:** Many conversations have taken place over the last two years with the Registrar & AVP Enrolment Management, Academic Calendar Assistant, Associate Registrar, Advising, PLAR, Sustainability, T&L, CECE, and Financial Aid around the internal consultation process for new program development. These conversations have informed the inclusion of an internal consultation template for the program working groups. Final requests for answers to specific questions about when and how to consult these areas in addition to the information they require was requested in November 2023.

The inclusion of these areas in the internal consultation process should lessen the time required to clear the approvals pipeline as consultation will be clearly demonstrated and typical challenges addressed before proposal submission.

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**Change: Program Development Guidelines – Implementation**

**Proposed:** Inclusion of information around program implementation

**Consulted/Feedback requested from:**

OReg, Advising, International, Xwexwilmexwawt, EDI, Financial Aid & Awards, PLAR, Sustainability, T&L, CECE, Marketing, IT, Research Office

**Consulted/Feedback received from:**

OReg, Financial Aid & Awards, PLAR, Sustainability, T&L, Marketing, CECE, Research Office

**Date:** November 2023

**Rationale:** Many conversations have taken place over the last two years with the Registrar & AVP Enrolment Management, Academic Calendar Assistant, Associate Registrar, Advising, PLAR, Sustainability, T&L, CECE, and Financial Aid around the implementation process for new program

development. These conversations have informed the inclusion of an implementation section for the program working groups. Final requests for answers to specific questions about when and how to consult these areas in addition to the information they require was requested in November 2023.

The inclusion of an implementation process in the timeline for program approval process should improve the understanding of program launch times, development times and the necessary communication between departments and support areas post-approval.

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**Change: Program Development Guidelines**

**Proposed:** Discontinuance of policy 21b – Expedited Program Approval Process

**Consulted:**

University Secretariat, Acting Provost, Registrar & AVP Enrolment

**Date:** November 2023

**Rationale:** Prior to the fall of 2021 and the focused development of post-baccalaureate diplomas, policy 21b, Expedited Program Approval Procedures was rarely utilized. In the last two years it has become evident that there are significant flaws in the procedure, notably around Step 5. Vice-Provost and APAC Review. With the expedited process it is still taking an average of 18-24 months to develop and launch a new program. Under the new proposed procedures, it will be possible to meet that timeline dependent on the start date of the project and the proposed launch date of the program without having to navigate an additional process that does not meet the same level of quality assurance as the regular process. The one section of the expedited process that performs better than the regular process is University Wide Notification vs. Campus Wide Consultation. For unclear reasons, the responses are more diverse across the academic and support staff community and there are more of them.

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**Action:** Share with Dean's Council for Feedback and/or Discussion

**Meeting Date:** December 11, 2023

**Feedback to date:**

**Question: Re: Concept/Feasibility**

Is it at all important to ask folks how this program advance the university integrated plan? I have seen that approach before and noticed it to be a good exercise in having faculty connect the plan to proposed programs.

**Comment/Question (s):** re: Tuition and Financials section of Concept Feasibility Analysis

Love this question. Do faculty know what differential tuition is?

Are faculty well versed in the definition of head count vs. FTE?

**Comment re: Development and Delivery section of Concept Feasibility Analysis**

Recommend changing "substantial" to "significant" in question 4 as deans and faculty members may define this differently.

**Question re: Enrolment, Student and Labour Market Demand section of Concept Feasibility Analysis**

Is this section asking specifically about the program's financial sustainability or the program's longer term relevancy or both?

**Question re: The Student Base Defined of Concept Feasibility Analysis**

This section seems to repeat questions above (Rationale). What are we getting at here?

**Question re: Marketing**

This area is most unclear to me on how to market existing programs. Having marketed new ones before this will need solid Marketing to Dept / Dean's office coordination and allocation of resources to ensure a proper launch occurs as ideal admissions times for new programs.

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The new documents can be reviewed and downloaded at your convenience in the "Program Development Procedures Draft" folder in the UEC Teams channel.

I respectfully request that all feedback be uploaded into the "Feedback" folder in Teams. Please contact me directly with any questions you may have. The documents are scheduled to be shared at GSC in January and Provost's Cabinet in February.

Thank you for your attentive review of these proposed changes.

CLAIRE