



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

**AGENDA**

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Page

**1. APPROVAL OF THE AGENDA**

**2. APPROVAL OF UEC MINUTES**

4 - 7      **2.1. UEC draft minutes: September 29, 2023**

MOTION: To approve the draft minutes as presented.

**3. COURSES AND PROGRAMS**

8 - 23      **3.1. Adult Education**

Review with changes: ADED 215

Review with changes including prerequisites: ADED 340, 407, 420

MOTION: To approve the ADED course outlines as presented.

24 -      **3.2. English**

65      Review with changes: ENGL 200, 309, 325, 491, 492

Review with changes including title: ENGL 240, 340, 354, 356

Review with changes including change to special topics: ENGL 323

MOTION: To approve the ENGL course outlines as presented.

66 -      **3.3. Philosophy**

78      Discontinuation: RLST 201, 202, 320, 330, 340, 380

MOTION: To approve the discontinuation of RLST 201, 202, 320, 330, 340, 380 as presented.

79 -      **3.4. Psychology**

83      Review with changes including title and prerequisites: PSYC 301

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

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### **3.5. Engineering**

Name change and new credential: Engineering Common Core certificate (formerly Engineering Transfer program)

MOTION: To recommend creation of the Engineering Common Core certificate as presented.

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### **3.6. Communication**

New program: Digital Communication and Promotion post-baccalaureate diploma

MOTION: To recommend approval of the Digital Communication and Promotion post-baccalaureate diploma as presented.

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### **3.7. Arts and Integrated Studies**

Changes including title, prerequisites, and course code: AIS 111 (formerly CSM 104)

Changes including title, prerequisites, and course code: AIS 280 (formerly ARTS 280)

Changes including title, credits, prerequisites, and course code: AIS 380 (formerly ARTS 380)

Changes including title, credits, prerequisites, total hours, and course code: AIS 480 (formerly ARTS 480)

Changes including title, antirequisite courses, and course code: AIS 299 (formerly ARTS 299)

Changes including title, prerequisites, and course code: AIS 398 (formerly PORT 398)

Changes including title and course code: AIS 399 (formerly PORT 399)

Changes including title, credits, prerequisites, and course code: AIS 401 (formerly ARTS 401)

Bachelor of Arts: Changes to program requirements

Bachelor of Integrated Studies: Changes to program requirements

MOTION: To approve the creation of the course code AIS (Arts and Integrated Studies).

MOTION: To approve the AIS course outlines as presented.

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

## **4. OTHER BUSINESS/DISCUSSION ITEMS**

### **4.1. Centre for Experiential and Career Education (CECE)**

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**4.2. Policy Subcommittee membership**

**4.3. UEC Liaisons**

**4.4. APPC report**

**4.5. Senate report**

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

**5. INFORMATION ITEMS**

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**5.1. UEC Pre-Check Subcommittee rubric**

**6. ADJOURNMENT**



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

September 29, 2023  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Donna Alary, Michael Batu, Chris Campbell, Rhonda Colwell, Vlad Dvoracek, Samantha Hannah, Claire Hay, Bobby Jaswal, Amber Johnston, David Johnston, Selena Karli, Dana Landry, Kate McCulloch, and Linda Pardy  
**ABSENT:** Ian Affleck, Claire Carolan, Shirley Hardman, Olivia Jackson, Carl Janzen, William Maher, David McGuire, Gurjot Singh, Shel Stefan, and Kevin Wainwright  
**GUESTS:** Carolyn MacLaren, Marlene Murray  
**RECORDER:** Amanda Grimson

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

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

##### **2.1. UEC draft minutes:**

- June 16, 2023
- August 31, 2023

##### **MOTION:**

To approve the draft minutes as presented.  
CARRIED

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

##### **3.1. Continuing Education**

New course: DOR 01, Introduction to Administrative Dentistry

New course: DOR 02, Office Communications

New course: DOR 03, Introduction to Clinical Dentistry

New course: DOR 04, Dental Treatment Coordination

New course: DOR 05, Dental Office Accounting

New course: DOR 06, Career Planning

New course: DOR 07, Dental Office Receptionist Practicum

Explicit inclusion of Indigenization and decolonization in learning outcomes was discussed. Ideally this should take place at an earlier stage in the approval process; opportunities for increased consultation will be further discussed with Teaching and Learning. These particular courses will not be further revised, but it is anticipated that the faculty council curriculum committee will have a more targeted conversation about how best to do this in future course revisions.

##### **MOTION:**

To approve the DOR course outlines as presented

Changes to entrance and program requirements: Dental Office Receptionist certificate

Entrance requirements include a note regarding foundational digital literacy and computer skills that cannot be enforced, but the department feels this is important to include so that students are aware.

**MOTION:**

To recommend approval of the changes to the Dental Office Receptionist certificate as presented, effective September 2024.

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. UEC Policy Subcommittee membership for 2023/24**

Michael Batu and Carl Janzen expressed interest in this subcommittee. There is still a vacancy for one dean and one UEC member at large. Current membership for 2023/24:

- UEC Chair: Samantha Hannah
- Registrar (or designate): David Johnston
- University Secretary: Al Wiseman
- Two UEC Faculty members: Michael Batu, Carl Janzen (first year of two-year terms)
- UEC Advisor: Rhonda Colwell
- IR representative: Donna Alary
- PDQA representative: Claire Carolan
- Dean: ***vacant***
- UEC at large member: ***vacant***

**4.2. UEC Admissions Subcommittee membership for 2023/24**

There is still a vacancy for one UEC faculty member on this subcommittee. Current membership for 2023/24:

- Associate Registrar, Admissions and Recruitment: Sarah Graham
- University Registrar or designate: David Johnston
- Two UEC members from the faculty complement: Amber Johnston, ***vacant***
- International Education representative: Daryl Smith
- One Associate Dean: Ian Affleck
- Two additional members, including at least one Academic or Program Advisor: Claire Hay, Vanessa Krahn
- Manager of Admissions (non-voting): Daniel Goertz

**4.3. Senate report**

There were no items to report this month.

**4.4. UEC retreat summaries**

Retreat discussions have included ways to improve communication and collaboration between committees (see items 4.5 and 4.6). Draft rubrics will be brought to future meetings for review/discussion.

**4.5. Cross-institutional initiatives, collaboration, and communication**

UEC is one of many Senate subcommittees, and there may be opportunities for increased awareness and collaboration. The UEC Chair will now sit on the Academic Planning and Priorities Committee (APPC) as a voting member, in addition to the UEC Vice Chair (non-voting member). Additional suggestions:

- Add reports and discussions from other subcommittees to UEC agendas.
- Senate subcommittee Chairs/members review the minutes of other Senate subcommittees to understand key issues arising across the institution.
- Chairs of Senate subcommittees meet to discuss common concerns once or twice a year.

UEC has also recently recommended the addition of UEC Liaison positions to the membership, which is pending final approval by Senate.

**4.6. Scheduling discussions on key topics for agendas**

Topics for discussion:

- Indigenization and decolonization
- SEM review of admission requirements
- Prerequisites including a system scan of the provincial practices/landscape
- How knowledge is structured in different disciplines
- Frameworks for learning outcomes: moving beyond Bloom's
- ILOs
- EDI and course design

Some topics will be scheduled in advance for lighter agendas, and some will be prepared in case there is more time at the end of a meeting than anticipated. Discussion outcomes will vary as appropriate to the topic.

**5. INFORMATION ITEMS****5.1. UEC Pre-Check Subcommittee membership for 2023/24**

- UEC Chair: Samantha Hannah
- Registrar (or designate): David Johnston
- UEC Assistant: Amanda Grimson
- UEC Faculty member: Dana Landry (second year of two-year term)
- UEC Advisor: Rhonda Colwell
- CFO/SBC representative: Mark Brosinski
- PDQA representative: Claire Carolan

**5.2. UEC Transfer Credit Subcommittee membership for 2023/24**

- Registrar (or designate): David Johnston
- Two UEC members: Samantha Hannah, Ian Affleck
- At least two additional faculty: Carl Janzen, Chris Campbell
- One advisor: Simon Xi

**5.3. 2023/24 UEC membership and meeting schedule**

UEC Draft Minutes  
29 Sep 2023

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**5.4. Resources**

- [Guidelines for committee members](#)
- [Procedures for membership on Senate standing committees](#)
- [Approval processes and flowcharts](#)
- [Curriculum Quality Guidelines](#)
- [Course development](#)
- [Program changes](#)
- [New program development](#)
- [Integrated Strategic Plan](#)

**6. ADJOURNMENT**

**Memo for Course Changes**

To: FECHDCC

From: Department Head, Chris Campbell

Date: May 18, 2023

**Subject: Proposal for revision of ADED 215 Foundations of e-Learning**

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

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

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

2. Rationale for change:

ADED 215 is being revised as a normal part of our course outline renewal. We have streamlined and clarified the calendar description and learning outcomes to more faithfully direct instructors in supporting the needs of students in using e-learning tools to teach in adult education contexts.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): There are no substantial changes to the learning outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
5. Which program areas have been consulted about the change(s)? None
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course addresses Indigenization of the academy by the very nature of the e-learning tools being examined in the course for their capacity in providing greater access to Indigenous students and also at the level of the learning outcomes that recognize the need for greater opportunities for informal, self-directed learning on students' own terms.



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

This course addresses the EDI goals of the academy by the nature of the e-learning tools being examined in the course for their capacity in providing greater access to equity seeking groups (e.g., rural learners, low-SES learners, non-traditional adult students, students with exceptionalities and special accessibility needs) and also at the level of the learning outcomes that recognize the need for greater opportunities for informal, self-directed learning on students' own terms.

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: \$70 - \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2016  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 215                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Foundations of e-Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Foundations of e-Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores how e-learning tools are changing and how they can be used to support diverse adult learners. Offers participants an opportunity to investigate, apply, and critique a range of e-learning tools and methods from an adult educational perspective.                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every 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; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">12</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">33</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> May 16, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

**Learning Outcomes**

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

- Distinguish how a range of e-learning tools support formal, non-formal, and informal adult learning.
- Describe how e-learning has developed since its emergence.
- Critique the role of e-learning tools in their own experiences as learners.
- Explore a range of e-learning tools and approaches.
- Apply principles of adult learning to critique the applications of a range of e-learning tools in adult education.
- Use a particular e-learning tool in a variety of ways to promote adult learning.

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

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

**Details:**

|                                                                             |     |
|-----------------------------------------------------------------------------|-----|
| Assignment #1: History of e-learning since the 1980s: visual representation | 20% |
| Assignment #2: Using e-learning tools within Blackboard                     | 25% |
| Assignment #3: Using e-learning tools outside of Blackboard                 | 25% |
| Assignment #4: E-learning tools for your course – what and why?             | 15% |
| Assignment #5: Online forums                                                | 15% |

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

**Typical Instructional Methods**

Demonstrations, discussions, workshops (using computer labs), 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 | Stravredes, T.               | <i>Effective online teaching: Foundations and strategies for student success.</i> Jossey-Bass. Also available as an e-book                        | Current |
| 2. Textbook | Conrad, R. & Donaldson, J.A. | <i>Engaging the online learner: Activities and resources for creative instruction.</i> Jossey-Bass. Also available as an e-book.                  | Current |
| 3. Other    | Boettcher, J. & Conrad, R.   | <i>The online teaching survival guide: Simple and practical pedagogical tips.</i> Wiley. Also available as an e-book.                             | Current |
| 4. Other    | Conrad, R. & Donaldson, J.A. | <i>Continuing to engage the online learner: More activities and resources for creative instruction.</i> Jossey-Bass. Also available as an e-book. | Current |
| 5.          |                              |                                                                                                                                                   |         |

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

- Welcome, introductions, course overview, resources, history and future of e-learning
- Online learners, and online engagement
- Learning theory, principles of learning, cognition and learning, motivation
- Scaffolding learning – procedural, metacognitive, conceptual, strategic
- Constructing activities to engage online learners
- Developing a community of inquiry in an online class
- Overview of e-learning tools
- Activities to engage online learners and relevant e-learning tools for connection, communication, collaboration, co-facilitation, and continuation of learning
- Critiquing the application of e-learning tools
- Reflection and reflective practice – improving as a learner and an adult educator over time
- Where are we now with e-learning? E-Learning in the future
- Course wrap up and closing activities

**Memo for Course Changes**

To: FECHDCC

From: Department Head, Chris Campbell

Date: May 18, 2023

**Subject: Proposal for revision of ADED 340 Program Planning and Evaluation**

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

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

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

2. Rationale for change:

ADED 340 is being revised as a normal part of our course outline renewal. We have streamlined and clarified the calendar description and learning outcomes to more faithfully direct instructors in supporting the needs of students developing and evaluating courses and programs in a diverse range of adult education contexts for a diverse range of learners.

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 in the learning outcomes 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? No
5. Which program areas have been consulted about the change(s)? None
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course addresses Indigenization of the academy at the level of the learning outcomes, content, assessments into the course:

- a. Learning outcome #1 specifically identifies non-formal and informal contexts as locations of learning, in correspondence with the diverse forms of learning that happens in diverse adult education contexts

- b. Learning outcome #4 specifies that assumptions of current perspectives informing program planning and evaluation practices need to consider impacts on Indigenous groups and learners and goals of decolonization and Indigenization
  - c. Learning outcome #5 focuses on ADED 340 learners making explicit their own principles with respect to their program planning and evaluation practices, which affords learning outcome #4 practical realization in students' practice as adult educators
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course addresses the needs of equity seeking groups at the level of the learning outcomes, content, assessments into the course:

- a. Learning outcome #1 specifically identifies non-formal and informal contexts as locations of learning, in correspondence with the diverse forms of learning that happens in diverse adult education contexts with diverse students
  - b. Learning outcome #4 specifies that assumptions of current perspectives informing program planning and evaluation practices need to consider impacts on diverse students (e.g., rural learners, low-SES learners, non-traditional adult students, BIPOC learners)
  - c. Learning outcome #5 focuses on ADED 340 learners making explicit their own principles with respect to their program planning and evaluation practices, which affords learning outcome #4 practical realization in students' practice as adult educators
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. – N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$30 - \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 340                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Program Planning and Evaluation                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Program Planning & Evaluation                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines responsible, reflective program planning practice through exploration of key concepts, principles, and issues in planning and evaluation processes and the diverse settings in which these processes occur. Emphasis is on critical thinking and analysis in the context of practice.                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                     |           | 30 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>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>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                     | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                 | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .)<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of meeting:</b> May 18, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

- Describe the range of settings in which adult education program planning and evaluation take places (e.g., formal, informal, and non-formal).
- Explain the main processes of program planning and relate key concepts to those processes.
- Describe transfer of learning and program evaluation in adult education programs.
- Analyze the assumptions and implications of current perspectives which inform program planning and evaluation practices (e.g., equity, diversity, inclusion, decolonization, Indigenization, internationalization).
- Articulate a set of principles to guide own program planning and evaluation practice.

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

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

## Details:

Assignment #1: Your current thinking about the course topic, 10%

Assignment #2: Reaction or thought paper, 30%

Assignment #3: Group or individual proposal and group or individual presentation, 40%

Assignment #4: Reflection, 20%

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

## Typical Instructional Methods

Class activities will include short lectures, small-group discussion, guest speakers, community research, written assignments, and participant 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 | Caffarella, R.S.<br>Daffron, S. R. | <i>Planning programs for adult learners: A practical guide</i> | Current |
| 2.          |                                    |                                                                |         |
| 3.          |                                    |                                                                |         |
| 4.          |                                    |                                                                |         |
| 5.          |                                    |                                                                |         |

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

## Course Content and Topics

- Welcome, review of course, program planning: what's it all about?
- Interactive model of program planning: what is it?
- Exploring foundation knowledge of program planning
- Components of the model: context
- Components of the model: base of support, identifying and prioritizing program ideas
- Components of the model: developing program goals and objectives, designing instruction
- Components of the model: transfer of learning plans
- Components of the model: program evaluation plans
- Components of the model: selecting formats, schedules and staff needs
- Components of the model: budgets
- Components of the model: marketing
- Components of the model: logistical details
- Re-visiting the interactive model of program planning and looking to the future

**Memo for Course Changes**

To: FECHDCC

From: Department Head, Chris Campbell

Date: May 18, 2023

**Subject: Proposal for revision of ADED 407 Organizational and Workplace Learning**

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

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

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

2. Rationale for change:

ADED 407 is being revised as a normal part of our course outline renewal. In addition, we have streamlined the learning outcomes and the calendar description to more faithfully direct instructors in supporting the needs of students to engage in understanding, analyzing, critiquing, and designing organizational and workplace learning.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes to the learning outcomes 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? No
5. Which program areas have been consulted about the change(s)? None
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course addresses Indigenization of the academy at the level of the learning outcomes, content, assessments into the course:

- a. Learning outcome #2 focuses on critiquing the perspectives, purposes, and approached underpinning learning and training within organizations and workplaces. In doing so, for example, attention is drawn to the philosophy and purposes of human resource



management (i.e., focused on institutional goals) and workplace, workers, and union education (focused on workers' and learners' goals). At the assignment level, this includes critiquing who organizational and workplace learning serves, and in doing so, how it provides for voices beyond mainstream corporate goals, including Indigenous peoples.

- b. Learning outcome #6 requires ADED 407 students to articulate their personal orientation to working in organizational and workplace contexts, which includes goals of decolonization and Indigenization of the workplace at the assignment level (reflective writing, online forums, tools such as culturally responsive teaching tips in the consultant planning guide)
- 7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course addresses EDI at the level of the learning outcomes, content, assessments into the course:

- a. Learning outcome #2 focuses on critiquing the perspectives, purposes, and approached underpinning learning and training within organizations and workplaces. In doing so, for example, attention is drawn to the philosophy and purposes of human resource management (i.e., focused on institutional goals) and workplace, workers, and union education (focused on workers' and learners' goals). At the assignment level, this includes critiquing who organizational and workplace learning serves, and in doing so, how it provides for voices beyond mainstream corporate goals, including issues of marginalization (low-SES workers, workers' rights, equity of opportunity in workplace contexts, etc.)
  - b. Learning outcome #6 requires ADED 407 students to articulate their personal orientation to working in organizational and workplace contexts, which includes goals of decolonization and Indigenization of the workplace at the assignment level (reflective writing, online forums, tools such as culturally responsive teaching tips in the consultant planning guide)
- 8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. – N/A
- 9. Estimate of the typical costs for this course, including textbooks and other materials: \$30 - \$100



ORIGINAL COURSE IMPLEMENTATION DATE: September 2012  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 407                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Organizational and Workplace Learning<br><b>Course Short Title:</b> Organizational & Work Learning                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Builds theoretical and practical skills relevant to fostering learning/training in workplaces and organizations. Examines and applies knowledge of the purpose, nature, and meaning of learning/training and concepts, tools, and practices that support learning/training within professional and organizational contexts.                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | 30 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>ADED 330F</b><br>Cross-listed with:<br>Equivalent course(s): <b>ADED 330F</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"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>33</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                     | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                 | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> May 17, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> September 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

- Analyze the range of learning and training that occurs within organizations and workplaces.
- Critique the perspectives, purposes, and approaches underpinning learning and training within organizations and workplaces.
- Articulate how learning and training development programmes and strategies relate to the mission, vision and values of organizations and workplaces (e.g., outcomes, impacts, quality, EDI, decolonization and Indigenization).
- Compare methodologies used to support learning and training development within organizations and workplaces.
- Recommend appropriate theoretical and practical tools within organizations and workplaces, at the individual, team, organizational, and community and societal levels.
- Articulate a personal orientation to learning and training and the goals they support in the organization and workplace.

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

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

### Details:

Reflective writing: 20%  
 Online forums: 15%  
 Collaboration: 15%  
 Project proposal: 10%  
 Project presentation: 10%  
 Project report: 30%

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

## Typical Instructional Methods

Readings, Presentations, Leading and participating in discussion, Written assignments, Teamwork, including planning, discussion and feedback

**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 | Ford, K.              | Learning in Organizations An Evidence-Based Approach. | Current |
| 2.          |                       |                                                       |         |
| 3.          |                       |                                                       |         |
| 4.          |                       |                                                       |         |
| 5.          |                       |                                                       |         |

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

## Course Content and Topics

- The learning enterprise
- Learning about learning
- Assessing learning needs
- Evaluation and continuous improvement
- Building individual capabilities
- Team learning and development
- Developing leaders
- Organizational issues
- Societal issues
- Consultants' tools in learning and development

**Memo for Course Changes**

To: FECHDCC

From: Department Head, Chris Campbell

Date: May 18, 2023

**Subject: Proposal for revision of ADED 420 Adult Education in Global Context**

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

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

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

2. Rationale for change:

ADED 420 is being revised as a normal part of our course outline renewal. In addition, we have streamlined the learning outcomes and the calendar description to more faithfully direct instructors in supporting the needs of students to engage in secondary research in adult education context. In addition, greater attention has been paid to the role of adult education in global decolonization and Indigenization and also in social transformation for marginalized groups, particularly in light of the recent UNESCO Global Report on Adult Learning and Education (GRALE V) in 2022.

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes to the learning outcomes are not substantial.
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? No
- 5. Which program areas have been consulted about the change(s)? None
- 6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course addresses Indigenization of the academy at the level of the learning outcomes, content, assessments into the course:

- a. The calendar description draws renewed attention to how adult learning and education must necessarily be viewed through various cultural and critical lenses, the importance of UN's SDGs and UNDRIP, and the unique role of adult education in the values of freedom, equality, economic/social justice, and wellbeing. This is important given the mixed record education in general has had in processes of colonization.
  - b. Learning outcome #3 demonstrates a focus on equitable access to adult education for Indigenous groups
  - c. Learning outcome #4 specifically addresses the impact of educational exclusion and harm perpetuated on Indigenous peoples in Canada and internationally
  - d. Learning outcome #5 places the awareness of the impacts identified in learning outcome #4 into practice with a focus on strategies specifically addressing equity and social justice for Indigenous peoples globally
  - e. Global case studies selected in the course content derive from the UNESCO Global Report on Adult Learning and Education (GRALE III, V) (<https://www.uil.unesco.org/en/grale5>), which feature initiatives from around the globe directed at economic, social justice, and well-being goals of Indigenous peoples
  - f. There are specific assessments focused on global Indigenous adult education initiatives.
7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

This course addresses EDI at the level of the learning outcomes, content, assessments into the course:

- a. The calendar description draws renewed attention to how adult learning and education must necessarily be viewed through various cultural and critical lenses and the unique role of adult education in the values of freedom, equality, economic/social justice, and wellbeing.
  - b. Learning outcome #3 demonstrates a focus on equitable access to adult education for marginalized and equity seeking groups
  - c. Learning outcome #4 specifically addresses the impact of educational exclusion and harm perpetuated on marginalized peoples globally
  - d. Learning outcome #5 places the awareness of the impacts identified in learning outcome #4 into practice with a focus on strategies specifically addressing equity and social justice for marginalized peoples globally
  - e. Global case studies selected in the content derive from the UNESCO Global Report on Adult Learning and Education (GRALE III, V) (<https://www.uil.unesco.org/en/grale5>), which features initiatives from around the globe directed at economic, social justice, and well-being goals of marginalized peoples
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. – N/A)
9. Estimate of the typical costs for this course, including textbooks and other materials: \$30 - \$100



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ADED 420                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Adult Education in the Global Context                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Adult Ed in Global Context                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Education, Community, & Human Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> Adult Education                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores the purposes, challenges, contexts, and responses of adult learning and education across international and Canadian contexts through various cultural and critical lenses. Examines the work and influences of major local and international players, and their initiatives (e.g., UN's SDGs, UNESCO's UNDRIP). Surveys how adult learning and education affords and/or constrains opportunities for freedoms, equality, social and economic justice, and wellbeing. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | 30 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                             |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>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;">12</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">33</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 12 | Tutorials/workshops | 33 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> May 12, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 8, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

## Learning Outcomes

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

- Explain key concepts and developments in adult education globally.
- Compare and contrast various views regarding adult education and the practices of adult education throughout the world.
- Compare and contrast access to adult education and skills development across various nation-states.
- Critically reflect on the impact of educational exclusion and harm perpetrated on minority and marginalized groups in Canada and internationally, including Indigenous peoples.
- Develop strategies to promote equity and social justice for marginalized communities and learners in and through adult education, including specifically for Indigenous people in Canada and internationally.
- Articulate personal values, attitudes, and beliefs regarding globalization and adult education.

## Recommended Evaluation Methods and Weighting

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

## Details:

Situating yourself: 10%  
 Student-led facilitations: 20%  
 Online forums: 30%  
 Project annotated bibliography: 10%  
 Project proposal: 10%  
 Project final product: 20%

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

## Typical Instructional Methods

Readings; presentations; leading and participating in discussion; written assignments; team work, including planning, discussion, and feedback.

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

| Type        | Author or description                                     | Title and publication/access details                                                                        | Year    |
|-------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------|
| 1. Textbook | Merriam, S., Bourtenay, B.C., & Cervero, R.M.             | Global issues and Adult Education: Perspectives from Latin America, Southern Africa, and the United States. | Current |
| 2. Textbook | MacPherson, S.                                            | Education and sustainability: Learning across the Diaspora, Indigenous, and minority divide.                | Current |
| 3. Textbook | Glatzer, W., Camfield, L., Moller, V., & Rojas, M. (Eds.) | Global handbook of quality of life: Exploration of well-being of nations and continents.                    | Current |
| 4.          |                                                           |                                                                                                             |         |
| 5.          |                                                           |                                                                                                             |         |

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

## Course Content and Topics

- Global overview of adult education; situating yourself in global ADED
- Non-Western perspectives on learning, knowing, doing, and being
- Major global trends in ADED
- Non-Western perspectives on ways of knowing
- Global tour departs to East Asia
- Case studies: adult education and learning across the continents
- Global Indigenous adult education
- Global tour departs to South Asia, Middle East
- Global tour departs to Europe
- Global tour returns to the Americas
- Case studies: Indigenous adult education
- Canada in the global context

**Memo for Course Changes – ENGL 200**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: June 30, 2023

**Subject: Proposal for revision of** Introduction to Literary Critical Methods

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

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

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

2. Rationale for change: **To accentuate the “methods” part of the course description by including examples of literary-critical articles;** revised sample course texts to reflect updated learning outcomes; updated learning outcomes to reflect current practice and indigenization.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): No substantial changes

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

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

Focused attention to Orature: Indigenous storytelling and Indigenous responses to colonial history and contemporary reality (**inclusion of the “oral” character of poetry and the practice of Indigenous storytelling as a form of cultural expression**). Also, Orature and Indigenous responses from outside of the Turtle Island, for example, from Kenya, India, Australia, and/or New Zealand provide a parallel



and a comparative direction to Indigenizing the curriculum. In so doing, the revised course breaks away from the typical course offering that had been predominantly Eurocentric. Furthermore, the option to present an analysis in spoken word instead of a written essay contributes to honouring and putting-to-practice oral traditions.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? The revised texts here offer more diversity in terms of authors and themes and challenge the typical canon. The learning outcomes and the assignments encourage self-reflective practise and provide for a variety of ways for students to demonstrate their learning.
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:** May 2014  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Introduction to Literary Critical Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intro to Lit Critical Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>How and why does the discipline of English read, interpret, and analyze works of literature? Representative works in major literary genres will be used to illustrate the principles and methods of literary criticism and serve as examples for student writing.                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | One of: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                           |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Twice per year</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;">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> April 18, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Discuss the conventions of various literary genres and forms.
2. Identify the features and key patterns in a given work that merit critical discussion.
3. Identify appropriate critical frames for literary analysis, including decolonial perspectives.
4. Analyze literary texts using appropriate disciplinary methods.
5. Demonstrate facility with standard editing practices and conventions of usage such as those outlined in the MLA Guide.
6. Summarize reasons scholars study literature and the types of questions they ask of it.
7. Respectfully articulate their own views about literature in relation to those of others.

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

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

**Details:**

Essays (60%):

- Comparative analysis (1500 words): 20%
- Research essay (2000 words): 25%
- Spoken or written analysis (5 minutes or 500 words): 15%

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

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

| Type        | Author or description | Title and publication/access details                                                                                                               | Year |
|-------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Other    | Shakespeare           | <i>King Lear</i> ( <a href="http://www.shakespeare-online.com/plays/learscenes.html">http://www.shakespeare-online.com/plays/learscenes.html</a> ) |      |
| 2. Textbook | King, Thomas          | <i>Green Grass, Running Water</i> , Harper Collins, Reprint                                                                                        | 2010 |
| 3. Textbook | Dumont, Marilyn.      | <i>A Really Good Brown Girl</i> (with a New Introduction by Lee Maracle), Brick Books, (originally published in 1996).                             | 2015 |
| 4. Textbook | Ngũgĩ Wa Thiong'o,    | <i>I Will Marry When I Want</i> [ <i>Ngaheeka Ndeenda</i> ]                                                                                        | 2012 |
| 5.          |                       |                                                                                                                                                    | 2012 |

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

**Course Content and Topics**

- Introduction to the elements of fiction and oral storytelling
- Thomas King, *Green Grass, Running Water*; comparison of two critical approaches to the work
- Introduction to the elements of poetry
- Selection of poems from poetry.org and *A Really Good Brown Girl* to include examples of the lyric, dramatic monologue, epic and oral and spoken word poetry (voice recording of Marilyn Dumont reading eight from *A Really Good Brown Girl* <https://www.youtube.com/watch?v=uW93BoeGQ-I>)
- Ngũgĩ Wa Thiong'o, Chapter: "The Oral Native and the Writing Master: Orature, Orality and Cyborality" in *Globalectics* (e-text: [ufv.ca/library](http://ufv.ca/library)) pp. 63-85.
- Introduction to the elements of drama
- Ngũgĩ Wa Thiong'o, *I Will Marry When I Want* [*Ngaheeka Ndeenda*]
- "The Language of African Theatre" from *Decolonising the Mind*, pp. 34-62 (archive.org)
- Shakespeare, *King Lear*; comparison of two critical approaches to the work

## Supplemental Texts and Resource Materials Form

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

| <u>Type*</u>     | <u>Author or description</u>        | <u>Title and publication/access details</u>                                                                                                                                                                                                                                                                                                                                              | <u>Year</u>        |
|------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1. E-Text        | Ngūgĩ Wa Thiong'o                   | Chapter: "The Oral Native and the Writing Master: Orature, Orality and Cyborality" in <i>Globalectics</i> (e-text: <a href="http://ufv.ca/library">ufv.ca/library</a> ) pp. 63-85.                                                                                                                                                                                                       | 2012               |
| 2. Text (online) | Ngūgĩ Wa Thiong'o                   | Chapter: "The Language of African Theatre" from <i>Decolonising the Mind</i> , pp. 34-62 ( <a href="http://archive.org">archive.org</a> )                                                                                                                                                                                                                                                | 1986               |
| 3. YouTube Audio | Marilyn Dumont reads selected poems | Poems from <i>A Really Good Brown Girl</i> :<br>The White Judges,<br>Helen Betty Osborne,<br>not just a platform for my dance,<br>Letter to Sir John A. Macdonald,<br>The Devil's Language,<br>The Sky is Promising,<br>Leather and Naughahyde and<br>Instructions to My Mother<br><a href="https://www.youtube.com/watch?v=uW93BoeGQ-I">https://www.youtube.com/watch?v=uW93BoeGQ-I</a> | Feb<br>13,<br>2013 |
| 4.               |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 5.               |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 6.               |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 7.               |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 8.               |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 9.               |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 10.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 11.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 12.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 13.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 14.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 15.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 16.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 17.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 18.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 19.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 20.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 21.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 22.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 23.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| 24.              |                                     |                                                                                                                                                                                                                                                                                                                                                                                          |                    |

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

**Memo for Course Changes – ENGL 240**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of** An Introduction to Canadian Literature

*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: Title updated to reflect current shifts in the field and the complexities of national labels that not all authors claim; calendar description updated to emphasize diversity and to explicitly signal the inclusion of Indigenous authors; learning outcomes updated to reflect current practise
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes updated to align with program learning outcomes and outcomes in other 200-level courses in English as well as to emphasize current issues and debates in the field.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?
5. N/A
6. Which program areas have been consulted about the change(s)? N/A
7. 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 version of ENGL 240 fits well with the university's commitment to Indigenizing the academy. The course description explicitly places importance on literature by Indigenous writers, and the learning outcomes ensure that the influence and contributions of Indigenous writers to Canadian literary history are discussed in substantive ways. Colonialism is also listed as a key theoretical concept for discussions of the development of Canadian literature. The example of course content provided includes work by several Indigenous artists – from both the early period of Canadian literary history and the contemporary period.

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

The revised outline explicitly foregrounds diversity and traces conversations about cultural identity, the formation of race, anti-racism, and so on.

Principles of EDI are also reflected in the flexible nature of the sample assignments, including the opportunity for students to assess themselves. Used copies of the textbook listed in the outline are easily available, making it more affordable for students with financial concerns. Individual instructors can make course materials even more accessible by making use of tools such as Blackboard Ally and the Universal Design for Learning framework (conversations about these tools are happening within our department).

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:

\$75



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1997  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 240                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> An Introduction to Literatures in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Intro to Literatures in Canada                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Introduces students to the rich diversity of Canadian literature in English, including literature by Indigenous, immigrant, and settler writers. Texts cover the span of Canada's literary history and include examples of fiction, drama, and poetry.                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>ENGL 140</b><br>Cross-listed with:<br>Equivalent course(s): <b>ENGL 140</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): 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;">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 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 | 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>[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> February 3, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Identify major trends and key concepts in literature in Canada, such as colonialism, postcolonialism, diaspora, and ecocriticism.
2. Articulate the changing cultural, thematic, and historical contexts of literature in Canada.
3. Identify appropriate critical frames for literary analysis.
4. Discuss, with examples, the influence and contributions of Indigenous writers within their historical and socio-political contexts.
5. Analyze literary texts using appropriate scholarly conventions.
6. Respectfully articulate their own views about literature in relation to those of others.
7. Articulate how literature evokes affective responses.

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

|              |     |                |     |   |
|--------------|-----|----------------|-----|---|
| Project:     | 35% | Quizzes/tests: | 20% | % |
| Assignments: | 45% |                | %   | % |

**Details:**

2 passage analyses: 20%  
 Paper proposal: 10%  
 Final paper/project: 25%  
 Reading journal: 20%  
 Short essay: 20%  
 Self-assessment: 5%

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

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

| Type        | Author or description                | Title and publication/access details                                 | Year |
|-------------|--------------------------------------|----------------------------------------------------------------------|------|
| 1. Textbook | Moss, Laura and Cynthia Sugars, eds. | <i>Canadian Literature in English: Texts and Contexts.</i><br>Vol. 2 | 2009 |
| 2.          |                                      |                                                                      |      |
| 3.          |                                      |                                                                      |      |
| 4.          |                                      |                                                                      |      |
| 5.          |                                      |                                                                      |      |

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

**Course Content and Topics**

- What is Canadian literature exactly?
- Stories of Discovery and Arrival: Samuel Hearne, John Franklin, Inuit Testimony
- Stories of Settlement and Conflict: Susanna Moodie, Pauline Johnson, Archibald Lampman
- Stories Rewritten: Earle Birney, FR Scott, Margaret Atwood, Dionne Brand, Don McKay
- Border Stories: Austin Clarke, Thomas King, Madeleine Thien



**Memo for Course Changes – ENGL 309**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of** Topics in Renaissance Literature

*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: \*Updates for regular course review \* Calendar description updated to match current disciplinary practice, including decolonial and indigenizing perspective and current theoretical and historical approaches. \* Deliver methods and/or texts and resource materials, again updated to reflect current work in the field and decolonial and indigenizing perspective
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes are updated to align with ILOs and program outcomes.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#): As is reflected in the course description, this special topics course may be taught with a focus on Indigeneity and colonialism. Assignments include reflective opportunities and provide a range of opportunities for

students to explore their capabilities and share their gifts. Outcome #6, “Apply critical frames relevant to Renaissance literature and early modern history, including Indigenous perspectives” ensures the inclusion of Indigenous perspectives relevant to course material.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? As is reflected in the course description, this special topics course may be taught with a focus on Indigeneity and colonialism, gender and sexuality, or other lenses that incorporate a diversity of texts, voices, and perspectives. Assignments include reflective opportunities, journalling, self-assessment, and provide a range of opportunities for students to explore their capabilities and share their gifts.
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: \$100 (textbooks)

**CWC comment and response:**

- Would it benefit students to have ENGL 200 included in the prerequisites for this course?  
*ENGL 200 is a program requirement, but not a specific requirement for this course.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 309                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Topics in Renaissance Literature<br><b>Course Short Title:</b> Topics in Renaissance Lit                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines a topic, selected by the instructor, in Renaissance literature and culture. Examples include early modern women's writing, ecological perspectives, Indigeneity and colonialism, Ovidianism, pastoral, Renaissance humanism, and gender and sexuality. The course may also focus on a Renaissance genre, author, or group of authors.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                                         |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>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>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): 25 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>40</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20 | Tutorials/workshops | 40 |  |  |  |  |  |  | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 40        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> April 18, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Discuss, with examples, central themes and concerns related to Renaissance literature and the course topic.
2. Write literary analysis using appropriate scholarly conventions and research methods.
3. Apply knowledge of Renaissance social and historical contexts to course materials.
4. Synthesize secondary sources relevant to Renaissance literature and the course topic in written and oral work.
5. Conduct guided research relevant to Renaissance literature and the course topic.
6. Apply critical frames relevant to Renaissance literature and early modern history, including Indigenous perspectives.
7. Analyze personal responses to Renaissance literature and how this literature evokes affective responses.
8. Respectfully articulate their own views about literature in relation to those of others.

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

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

**Details:**

Journal/reflective writing: 10%

Self-assessment: 5%

Presentation: 15%

Archival or other research project: 20%

Final project proposal/annotated bibliography: 10%

Final quiz: 10%

Final project: 30%

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

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

| Type        | Author or description             | Title and publication/access details                            | Year |
|-------------|-----------------------------------|-----------------------------------------------------------------|------|
| 1. Textbook | John Lyly                         | <i>Galatea &amp; Midas</i> , Manchester UP                      | 2000 |
| 2. Textbook | William Shakespeare               | <i>Macbeth</i> (Shakespeare Made in Canada), Rock Mills Press   | 2016 |
| 3. Textbook | Sukanta Chaudhuri                 | <i>Pastoral Poetry of the English Renaissance, an anthology</i> | 2013 |
| 4. Textbook | Publius Ovidius Naso, called Ovid | <i>Metamorphoses</i> , Oxford University Press,                 | 2009 |
| 5. Other    | coursepack                        | UFV library                                                     | n.a. |

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

**Course Content and Topics**

- Introduction to Ecocriticism and the Renaissance
- Language of Transformation:
  - *Metamorphoses*
  - Climate Change: *Galatea*
  - Accumulation: *Midas*
  - Pastoral: Pastoral lyric
  - Poetry of contemplation: George Herbert
  - Poetry of contemplation: Margaret Cavendish
  - Colonial Desire: *The Metamorphosis of Tobacco*
  - Earth: *Paradise Lost*, Book 5 (Creation) and Book 9 (The Fall)
  - Extraction: *Macbeth*

**Memo for Course Changes – ENGL 323**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of ENGL 323, Topics in Romanticism**

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

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

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

2. Rationale for change: Learning outcomes were updated for clarification and to better incorporate a decolonizing approach to the study of nineteenth-century literature and culture. An assignment breakdown was included to provide a better sense of what students can expect 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 \(ILOs\)](#): Learning outcomes are updated to align with ILOs and program outcomes and to align with learning outcomes of other 300-level courses.

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

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

As a special topics course, ENGL 323 offers important opportunities to dismantle the racist and colonial epistemologies that subtend English Romanticism. The revised learning outcomes ensure

that this approach is incorporated into any iteration of the course. When taught as “Madness and the Romantic Imagination,” for example, as shown in the course outline, the course adopts decolonial and disability studies approaches to the literature of the period, highlighting the extent to which Romantic texts such as “Kubla Khan” and *Confessions of an English Opium Eater* encode Eurocentric, colonial, and/or ableist attitudes.

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

The course reflects EDI principles through the flexibility and variety of assignments beyond traditional essays, including reflective writing in journals, creative assignments, and self-assessment. The cost of course texts is generally minimal and could be lowered further through the use of the Learning Management System as a repository for required readings. The LMS can also be used to post in-class materials such as PowerPoints and its accessibility tools provide further scope for ensuring the course is delivered in an accessible way.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. N/A
9. Estimate of the typical costs for this course, including textbooks and other materials: \$40

**CWC comment and response:**

- Since this course is (correctly) not a special topics course, a change to the course title to remove “Topics in” may help avoid confusion for students. Pre-Check suggests changing this to “Romanticism”, “Themes in Romanticism”, or similar.  
*We would like this course to be “Special Topics”. This course has in the past been offered with various special topics, so it has been de facto a “special topics” course, and this would simply make that official. We also want to offer students more clarity about what to expect when the course is offered, and making it a special topics course would achieve that. We do understand that new lettered designations would go through the UEC process.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1999  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 323                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Topics in Romanticism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Topics in Romanticism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines the English Romantic period from a variety of perspectives. Topics might include the Romantic ode, madness and the Romantic imagination, the politics of English Romanticism, or Romantic women.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                                                                            |           | <b>Course Details</b><br>Special Topics course: <b>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): 25 |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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;">30</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>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30 | Tutorials/workshops | 30 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> April 18, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Discuss, with examples, central themes and concerns in Romantic literature.
2. Write literary analysis using appropriate scholarly conventions and research methods.
3. Apply knowledge of Romantic social and historical contexts to course materials, including developing industrialism, nationalism, and imperialism.
4. Evaluate the cultural outlook of Romantic writers in relation to the wider world, including Indigenous cultures.
5. Conduct guided research related to Romanticism in written and oral work.
6. Apply appropriate critical frames to literary analysis.
7. Analyze personal responses to Romantic literature, and how this literature evokes affective responses.

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

|              |     |   |   |
|--------------|-----|---|---|
| Project:     | 40% | % | % |
| Assignments: | 60% | % | % |

**Details:**

Journal/reflective writing: 10%

Self-assessment: 5%

Short paper: 10%

Archival or creative project: 15%

Final essay proposal/annotated bibliography: 10%

Final quiz: 10%

Final paper: 40%

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

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

| Type        | Author or description | Title and publication/access details                                 | Year |
|-------------|-----------------------|----------------------------------------------------------------------|------|
| 1. Other    | various               | Custom Course pack                                                   |      |
| 2. Textbook | De Quincey, T.        | Confessions of an English Opium-Eater, Broadview                     | 2009 |
| 3. Textbook | Hogg, James           | The Private Memoirs and Confessions of a Justified Sinner, Broadview | 2001 |
| 4. Textbook | Walpole, Horace       | The Mysterious Mother                                                | 2003 |
| 5.          |                       |                                                                      |      |

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

**Course Content and Topics**

The course content may vary dependent on the theme chosen.

**Example of a course theme for Drugs, Madness, and Romantic Imagination:**

- Background to Romanticism: Wordsworth and Coleridge, "Preface" to *Lyrical Ballads*; definitions of Romanticism
- Romantic Imagination: Locke, "Of the Association of Ideas," Hume, "Of Miracles," Burke, "The Sublime and the Beautiful"
- Madness: Foucault, from *Madness and Civilization*, Johnson's *Dictionary*, "Mad"; various authors, "A Description of Bedlam," "A Treatise on Madness," Charlotte Smith, "On Being Cautioned...", Christopher Smart, "Jubilate Agno"
- The Gothic: Walpole, *The Mysterious Mother*
- Saints, Sinners, and the Supernatural: Blake, *The Marriage of Heaven and Hell*, Coleridge, "Rime of the Ancient Mariner," Hogg, *The Private Memoirs and Confessions of a Justified Sinner*
- Opium and Orientalism: Thomas De Quincey, *Confessions of an English Opium Eater*
- Dream Visions: Coleridge, "Kubla Khan," Coleridge, "Dejection: An Ode," Keats, "Lamia," "La Belle Dame Sans Merci"
- Melancholy: Keats, "Ode on Melancholy," "Ode to Autumn," "Ode on a Grecian Urn"



**Memo for Course Changes - ENGL 325**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: March 29, 2023

**Subject: Proposal for revision of “British Romanticism: 1780-1830”**

*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: Calendar description updated to make room for texts published in English but outside of England, incorporate a decolonizing approach and reflect current practice; sample course materials and learning outcomes updated for same reason.
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes updated to align with program learning outcomes and outcomes in other 300-level courses in English as well as to require that the course address the ways literature and culture of the nineteenth century promotes British imperialism.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#). By addressing the “cultural imprint” of Romanticism, the course includes the influence it exerted through the spread of British culture during the colonial period. Comparisons between the Romantic attitude

toward nature and that of Indigenous peoples might be undertaken, or the ways in which the poetic style of British poets was adopted by American and Canadian writers.

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

In considering the cultural implications of British romanticism, and contextualizing it within the wider world, this updated course provides opportunity to explicitly consider voices that fall out of hegemonic discourse and experiences that challenge dominant narratives, including those of racialized others.

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: **\$100.**



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2001  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 325                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> British Romanticism, 1780-1830                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> British Romanticism, 1780-1830                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>A survey of literature published in English during the Romantic period, with emphasis on the poetry, poetics, and cultural imprint of Romanticism. Representative novels, essays, and other genres will also be studied.                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>Infrequent</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: right;">45</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: right;">15</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td style="text-align: right;"><b>60</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45 | Tutorials/workshops | 15 |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b> <i>(See <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> April 18, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Analyze representative poems, essays, and works of fiction written in the Romantic period.
2. Identify the features of Romanticism that distinguish it from its literary antecedents.
3. Evaluate the cultural outlook of Romantic writers in relation to the wider world, including Indigenous cultures.
4. Apply knowledge of Romantic social and historical contexts to course materials.
5. Conduct guided research and literary-critical scholarship using secondary sources.
6. Analyze personal responses to Romantic literature, and how this literature evokes affective responses.
7. Respectfully articulate their own views about literature in relation to those of others.

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

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

**Details:**

Textual analysis: 20%

In-class essay: 20%

Research essay: 30%

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

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

| Type        | Author or description       | Title and publication/access details                                                                      | Year |
|-------------|-----------------------------|-----------------------------------------------------------------------------------------------------------|------|
| 1. Textbook | S. Greenblatt et al. (eds.) | <i>The Norton Anthology of English Literature: The Romantic Period</i> Volume D 10 <sup>th</sup> edition. | 2017 |
| 2. Textbook | R. Southey                  | "Tales of Paraguay" (selections) in <i>Poetical Works</i>                                                 | 1853 |
| 3.          |                             |                                                                                                           |      |
| 4.          |                             |                                                                                                           |      |
| 5.          |                             |                                                                                                           |      |

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

- Introduction: The French Revolution, the Industrial Revolution
- The reinvention of childhood: William Blake and William Wordsworth: selected poems
- Making the strange familiar and the familiar strange: Wordsworth and Coleridge: Lyrical Ballads
- A new notion of subjectivity: Coleridge's longer poems
- Poet as prophet of revolution: Percy Bysshe Shelley: selected poems
- The imagination as an instrument of change: John Keats: selected poems and letters
- Romanticism and society: DeQuincey, Lamb, Hazlitt
- Poetry of travel and exploration: Byron: selections from Childe Harold's Pilgrimage
- Women poets: Barbauld, Baillie, Hemans,
- The Abolitionist debate: selected essays and letters
- Romanticism and the strategies of colonialism: Robert Southey's "Tale of Paraguay"
- Society and the outsider /: Mary Shelley, Frankenstein

**Memo for Course Changes**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: June 30, 2023

**Subject: Proposal for revision of ENGL 340**

*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:

- Title: I propose to expand the course to cover twentieth-century British and Irish poetry. This is mainly because ENGL 338 Studies in Modernism does not have enough room to teach modernist poetry more extensively. The course title for ENGL 340 could be revised into “Twentieth-century British and Irish Poetry.” Another rationale is that while “1930” is often used for the purpose of periodization (“Auden’s generation”), it is important to teach the relationship between high modernism (early 20th century) and poetry since the 1930s. In addition, the generational “turn” or the rhetoric of “departure” can be reductive (i.e., POC, queer, and women poets didn’t necessarily share the “agenda” of “Auden’s generation”). The upper-level students also have sufficient skills to tackle the complexities and problems of such grand narratives.
- Calendar description: I rephrased the calendar description to make it more in line with my other revisions.
- In the section “Course Content and Topics,” I added a new outline to demonstrate what we can do to align our curriculum with decolonization work and to challenge the critical discourse around a singular generational “turn.” Mary Joannou, for example, edited an excellent collection entitled *Women Writers of the 1930s: Gender, Politics, and History*, which largely challenges Auden’s description of the 30s.
- In the “texts and resource materials” I added works by a wider range of British and Irish poets. I also listed a few more potential textbooks in the supplemental texts list.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): [Learning outcomes have been updated to align with current practise and with learning outcomes in other 300-level courses](#)
4. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):
  - I changed LO1 into "Articulate the traditions and development of poetic voices across different cultures." This is because poets such as Nancy Cunard worked closely with both white European poets and poets of color. A few poets covered in this course also learned poetic techniques and motifs from various cultures outside the European/Celtic contexts (including T.S. Eliot).
  - I deleted LO6 because it seems to overlap with LO3, and I also shortened LO3 a little.
5. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
6. Which program areas have been consulted about the change(s)? N/A
7. 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 \(UNDRIP\)](#).

Poets such as Nancy Cunard and Eavan Boland explore a lot of topics related to postcolonialism and race. Adding their works to the course outline is to re-orient what we consider as the canon of twentieth-century British and Irish poetry. For example, one of the reasons why T. S. Eliot's poetry overshadowed lots of younger poets since the late 1930s was precisely due to the critical discourse and scholarship in the 50s (such as the New Criticism). To make visible and challenge this critical legacy is of paramount importance to our decolonization work.

The course now explicitly includes consideration of Indigenous perspectives (see LO 6) and outlines assignments and outcomes that facilitate self-reflective practise.

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

The revised version of the course expands and challenges the canon in important ways when it comes to issues of diversity. See question 7 above.
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. N/A
10. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): \$90

**CWC comment and response:**

- Learning outcome #5 (apply knowledge of relevant social and historical contexts to course materials): how is this assessed, and what does it mean? Can this be rephrased?  
*We suggest revising this learning outcome to the following: "Apply knowledge of relevant social and historical contexts such as British imperialism, Irish cultural revival, and post-WWII recovery to course materials."*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2008  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 340                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> 20th Century British and Irish Poetry                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> 20th Cen Brit & Irish Poetry                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Explores major formal experiments and thematic concerns in poems by a diverse array of poets from the period. Such topics as poetic experimentation vs. tradition, war experience, gender studies, race, national identity, and postcolonialism will be covered.                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>sCorequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                              |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): <b>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 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> April 18, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Articulate the traditions and development of poetic voices in the period across different cultures.
2. Employ appropriate terminology to describe and illustrate poetic form and meter.
3. Apply necessary research skills for literary analysis and criticism.
4. Respectfully articulate their own views about literature in relation to those of others.
5. Apply knowledge of relevant social and historical contexts such as British imperialism, Irish cultural revival, and post-WWII recovery to course materials.
6. Apply critical frames to literary analysis, including gender studies, race, postcolonialism, and Indigenous perspectives.
7. Analyze personal responses to literature and how this literature evokes affective responses.

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

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

**Details:**

Short analysis essay (x2) = 20%  
 Mid-term essay: 15%  
 In-class writing: 15%  
 Research paper: 25%  
 Group presentation: 15%  
 Participation: 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                                              | Mina Loy              | <i>The Lost Lunar Baedeker: Poems of Mina Loy</i> (Farrar, Straus and Giroux) | 1997 |
| 2. Textbook                                              | W.B. Yeats            | <i>W. B. Yeats Poems Selected by Seamus Heaney</i> (Faber & Faber Poetry)     | 2004 |
| 3. Textbook                                              | Nancy Cunard          | <i>Selected Poems</i> (Carcanet)                                              | 2016 |
| 4. Textbook                                              | W. H. Auden           | <i>Auden: Poems</i> (Everyman's Library)                                      | 1995 |
| 5. Textbook                                              | Seamus Heaney         | <i>Opened Ground</i> (Faber & Faber Poetry)                                   | 2002 |
| See additional materials in the supplementary texts list |                       |                                                                               |      |

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

**Course Content and Topics**

- Introduction to reading poetry
- British and Irish modernist poetry (Mina Loy, W.B. Yeats, T.S. Eliot)
- "The Auden's Generation" and alternative critical narratives about poetry in the 30s (Nancy Cunard, W.H. Auden, Stephen Spender, Djuna Barnes, etc)
- Post WWII poetry: "The Movement" (Philip Larkin, Elizabeth Jennings, etc)
- Contemporary British and Irish poetry (Eavan Boland, Seamus Heaney, Denise Levertov, etc)



## Supplemental Texts and Resource Materials Form

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

|     | <u>Type*</u> | <u>Author or description</u> | <u>Title and publication/access details</u>                                           | <u>Year</u> |
|-----|--------------|------------------------------|---------------------------------------------------------------------------------------|-------------|
| 1.  | Textbook     | Djuna Barnes                 | <i>Collected Poems: With Notes Toward the Memoirs</i> (University of Wisconsin Press) | 2005        |
| 2.  | Textbook     | T. S. Eliot                  | <i>T. S. Eliot: Collected Poems</i> (Harcourt Brace Jovanovich)                       | 1991        |
| 3.  | Textbook     | Stephen Spender              | <i>New Collected Poems of Stephen Spender</i> (Faber and Faber)                       | 2018        |
| 4.  | Textbook     | Philip Larkin                | <i>Philip Larkin Poems: Selected by Martin Amis</i> (Faber & Faber)                   | 2012        |
| 5.  | Textbook     | Elizabeth Jennings           | <i>Elizabeth Jennings: Selected Poems</i> (Carcanet Press Ltd)                        | 1980        |
| 6.  | Textbook     | Evan Bolland                 | <i>New Collected Poems</i> (WW Norton)                                                | 2009        |
| 8.  |              |                              |                                                                                       |             |
| 9.  |              |                              |                                                                                       |             |
| 10. |              |                              |                                                                                       |             |
| 11. |              |                              |                                                                                       |             |
| 12. |              |                              |                                                                                       |             |
| 13. |              |                              |                                                                                       |             |
| 14. |              |                              |                                                                                       |             |
| 15. |              |                              |                                                                                       |             |
| 16. |              |                              |                                                                                       |             |
| 17. |              |                              |                                                                                       |             |
| 18. |              |                              |                                                                                       |             |
| 19. |              |                              |                                                                                       |             |
| 20. |              |                              |                                                                                       |             |
| 21. |              |                              |                                                                                       |             |
| 22. |              |                              |                                                                                       |             |
| 23. |              |                              |                                                                                       |             |
| 24. |              |                              |                                                                                       |             |
| 25. |              |                              |                                                                                       |             |
| 26. |              |                              |                                                                                       |             |
| 27. |              |                              |                                                                                       |             |
| 28. |              |                              |                                                                                       |             |
| 29. |              |                              |                                                                                       |             |
| 30. |              |                              |                                                                                       |             |

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

**Memo for Course Changes – ENGL 354**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of** Canadian Poetry and Prose, Beginnings to 1920

*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: Title updated to reflect current shifts in the field and the complexities of national labels that not all authors claim; calendar description updated to emphasize diversity; learning outcomes updated to reflect current practise in the field
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes updated to align with program learning outcomes and outcomes in other 300-level courses in English as well as to emphasize current issues and debates in the field.
- 4.
5. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
6. Which program areas have been consulted about the change(s)? N/A
7. 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 version of ENGL 354 fits well with the university's commitment to Indigenizing the academy. The course description explicitly identifies colonialism as a key framework for understanding early Canadian literature, and the learning outcomes ensure that the influence and contributions of early Indigenous writers and storytellers are discussed in substantive ways. The example of course content provided includes work by several early Indigenous writers and storytellers.

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

Principles of EDI are reflected in the flexible nature of the sample assignments, including the opportunity for students to assess themselves and to demonstrate their learning in ways beyond traditional literary analysis essays (reading journals and presentations). Used copies of the textbook and the novel listed in the outline are easily available, making them more affordable for students with financial concerns. Individual instructors can make course materials even more accessible by using tools such as Blackboard Ally and the Universal Design for Learning framework (conversations about these tools are happening within our department).

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. N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: \$65



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 1995  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 354                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                            |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Poetry and Prose in Canada, Beginnings to 1920                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Poetry & Prose, Canada to 1920                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines selected works by diverse early writers in Canada, from the beginnings of Canadian literature in English to the First World War, including literature by Indigenous, settler, and other authors. Introduces a variety of themes that have remained significant in Canadian studies: the impact of settlement on the wilderness, colonialism and relations between Indigenous and non-Indigenous peoples, and the growth of the city.         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                     |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <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;"><b>60</b></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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                           |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>[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> February 3, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Discuss, with examples, central themes and concerns in early literature in Canada (for example: exile, settlement, imperial loyalties, wilderness, Indigeneity).
2. Explain, with examples, significant changes in the cultural, thematic, and historical contexts of literature in Canada over this period.
3. Discuss, with examples, the influence and contributions of Indigenous writers during this period.
4. Analyze literary texts using appropriate scholarly conventions.
5. Respectfully articulate their own views about literature in relation to those of others.
6. Conduct guided research and literary critical scholarship using secondary sources relevant to early literature in literature.
7. Apply appropriate critical frames to literary analysis.
8. Analyze personal responses to literature and how this literature evokes affective responses.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 55% | % | % |
| Project:     | 45% | % | % |

**Details:**

Discussion questions: 2x5%

Short essay: 15%

Research proposal and bibliography: 10%

Research paper 35%

Presentation: 10%

Reading journal: 15%

Self-assessment: 5%

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

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

| Type        | Author or description                | Title and publication/access details                       | Year |
|-------------|--------------------------------------|------------------------------------------------------------|------|
| 1. Textbook | Moss, Laura and Cynthia Sugars, eds. | Canadian Literature in English: Texts and Contexts. Vol. 1 | 2009 |
| 2. Other    | LM Montgomery                        | Anne of Green Gables                                       | 1908 |
| 3.          |                                      |                                                            |      |
| 4.          |                                      |                                                            |      |

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

- Narratives of Encounter:
  - Jacques Cartier
  - George Cartwright
  - John Franklin
  - Inuit Testimony of Contact
- Narratives of Emigration, Settlement, and Invasion:
  - Oliver Goldsmith
  - Susanna Moodie
  - Mary Ann Shadd
- Narratives of a New Nation:
  - Agnes Maule Machar
  - Sara Jeanette Duncan
  - E. Pauline Johnson
  - Isabella Valancy Crawford
- Narratives of Change:
  - Charles GD Roberts
  - Jessie Georgina Sime
  - Stephen Leacock
  - LM Montgomery

**Memo for Course Changes**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of Modern Canadian Prose, ENGL 356**

*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: Title update to reflect current shifts in the field and the complexities of national labels that not all authors claim; calendar description updated to emphasize diversity; learning outcomes updated to align with current practise
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): Learning outcomes updated to align with program learning outcomes and outcomes in other 300-level courses in English as well as to emphasize current issues and debates in the field.
- 4.
5. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
6. Which program areas have been consulted about the change(s)? N/A
7. 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 version of ENGL 356 fits well with the university's commitment to Indigenizing the academy. The learning outcomes ensure that the influence and contributions of Indigenous fiction writers in Canada are discussed in substantive ways. The example of course content provided includes work by Indigenous fiction writers.

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

Principles of EDI are reflected in the flexible nature of the sample assignments, including the opportunity for students to assess themselves and to demonstrate their learning in ways other than through traditional literary analysis essays (presentations, reading journals). Used copies of the textbook listed in the outline are easily available, making them more affordable for students with financial concerns. Individual instructors can make course materials even more accessible by allowing students to use any edition of the course texts (specific editions are left off this new outline), and by making use of tools such as Blackboard Ally and the Universal Design for Learning framework (conversations about these tools are happening within our department).

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. N/A
10. Estimate of the typical costs for this course, including textbooks and other materials: \$100

**CWC comment and response:**

- Course content has been reduced to primarily a list of names. Can some additional content be added that connects the topics to the learning outcomes?

*These are details we were asked to omit in earlier work on these outlines, but we have now provided a list of themes or topics that an instructor might address if they teach these texts.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 1994  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 356                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Modern Prose in Canada<br><b>Course Short Title:</b> Modern Prose in Canada                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Examines prose written by diverse writers in Canada from 1920 up to the present, including texts by Indigenous, immigrant, and settler writers. Course readings are predominantly fiction – novels and short stories – but may include works in other prose genres, such as memoir and autobiography.                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Any two 200-level English courses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br><br>Former course code/number:<br><br>Cross-listed with:<br><br>Equivalent course(s):<br><br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                                                                 |           | <b>Course Details</b><br><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><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br><br>Grading System: <b>Letter grades</b><br><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every other year</b><br>Maximum enrolment (for information only): 25 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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> </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>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> February 3, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



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

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

1. Discuss, with examples, central themes and key concepts in literature in Canada from this period.
2. Explain, with examples, significant changes in the cultural, thematic, and historical contexts of fiction in Canada over this period.
3. Discuss, with examples, the influence and contributions of Indigenous writers during this period.
4. Apply critical frames appropriate to the study of fiction in Canada to literary analysis.
5. Analyze literary texts using appropriate scholarly conventions and research methods.
6. Respectfully articulate their own views about literature in relation to those of others.
7. Conduct guided research and literary critical scholarship using secondary sources relevant to modern fiction in Canada.
8. Analyze personal responses to literature and how this literature evokes affective responses.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 55% | % | % |
| Project:     | 45% | % | % |

**Details:**

Discussion questions: 2x5%

Short essay: 15%

Research proposal and bibliography: 10%

Research paper: 35%

Presentation: 10%

Reading journal: 15%

Self-assessment: 5%

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

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

| Type     | Author or description | Title and publication/access details | Year |
|----------|-----------------------|--------------------------------------|------|
| 1. Other | Gabrielle Roy         | The Tin Flute                        | 1947 |
| 2. Other | Alice Munro           | Who Do You Think You Are?            | 1978 |
| 3. Other | Thomas King,          | Green Grass, Running Water           | 1993 |
| 4. Other | Wayson Choy           | The Jade Peony                       | 1995 |
| 5. Other | David Bezmozgis       | Natasha and Other Stories            | 2004 |
| 6. Other | Vermette, Katherena   | The Break                            | 2016 |

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

**Course Content and Topics**

- What is Canadian Literature? Problems of Definition and the Politics of Naming
- Gabrielle Roy, *Tin Flute*: French Canada, Romans du Terroir, Feminism
- Alice Munro, *Who Do You Think You Are?*: The Short Story, Southern Ontario Gothic
- Thomas King, *Green Grass, Running Water*: Strategies of Resistance, Considerations of Canon, The Cultural Work of Allusion
- Wayson Choy, *The Jade Peony*: Immigrant Narratives, Gender, Family and Allegiance
- David Bezmozgis, *Natasha and Other Stories*: Immigration and Memory, Bildungsroman,
- Katherena Vermette, *The Break*: Urban Indigeneity, Feminism revisited, Family and Community

**Memo for Course Changes – ENGL 491**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of** Honours Directed Reading

**Course Short Title:**

*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; Learning outcomes updated to reflect the diversity of possible projects; Attending to Indigenization, Elements of Indigenous Style has been added to suggested course readings, as it applies to all research work; Also working to indigenize, consultation of Indigenous knowledge keepers and attention to personal experience are explicitly noted as possible approaches. Wording of calendar description was streamlined.*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 \(ILOs\)](#):

*Although learning outcomes have not been substantially changed, they have been revised to include outcomes that more fully apply to Honours projects that fall into the various streams of our English programs (literary studies, rhetoric and writing studies, and creative writing) and to indigenize by drawing on Indigenous knowledge keepers and personal experience as appropriate. They now include language that applies more relevantly to creative writing Honours projects.*

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

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

*ENGL 491 and ENGL 492 are both designated as part of the English department's Honours program, and allow students to pursue advanced research and writing projects with the support of (and in consultation with) an English faculty member, operating as advisor.*

*The design of the course is indigenized in the sense that it is self-directed study focused on student interests and the development of student gifts. Students seek out an advisor whom they see as a mentor and who can help them with their project.*

*While research materials and approaches will vary significantly based on the topic of directed study, new learning outcomes contribute to a decolonizing and indigenizing framework for all honours work. Interviews with knowledge keepers and reflection on personal experience are mentioned as knowledge sources that could be relevant to the honours project. The expectation that students use language and deploy knowledge in accordance with Younging's Indigenous Style is articulated. And requirement to reflect on the research in relation to contemporary issues of concern, including decolonization, is added.*

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

*Similar to comments made in reference to 6): ENGL 491 and ENGL 492 are both designated as part of the English department's Honours program, and allow students to pursue advanced research and writing projects with the support of (and in consultation with) an English faculty member, operating as advisor. While Honours projects vary significantly in subject area and focus, these projects can, and frequently do, involve projects that explore how literature, language, stories and writing are deeply related to matters of equity, diversity and inclusion. New learning outcomes invite consideration of how the project is situated in relation to these contemporary issues, and application of a decolonizing writing style and research methods.*

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: 100\$

## CWC comment and response:

- Pre-Check suggests consulting with Teaching and Learning on the learning outcomes, as they are ambiguous and include wording that may be problematic.

*These learning outcomes are the result of much discussion and consultation with faculty and align with our program goals and objectives. Some of what might seem like vague language accounts for the fact the course accommodates both literary and creative honours projects.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| Course Code and Number: ENGL 491                                                                                                                                                                                                                                                                                                                                                                    |           | Number of Credits: 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Full Title: Honours Directed Reading                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Course Short Title: Honours Directed Reading                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty: Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                      |           | Department (or program if no department): English                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>After submission of an accepted honours project proposal, students engage in directed research in an area of interest defined by agreement between student and instructor. This course prepares students to write the honours project in ENGL 492.                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Prerequisites (or NONE):                                                                                                                                                                                                                                                                                                                                                                            |           | Admission to the English Honours, completion of all lower-level courses required for the English major, and a minimum of 24 upper-level credits required for the English major.                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                              |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Pre/corequisites (if applicable, or NONE):                                                                                                                                                                                                                                                                                                                                                          |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>Yes; 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>Infrequent</b><br>Maximum enrolment (for information only): <b>1</b> |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Supervised directed learning (directed studies only)</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>                                      |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 60 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                         |           | <b>Transfer Credit</b> ( <i>See <a href="#">bctransferguide.ca</a>.</i> )<br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Department approval                                                                                                                                                                                                                                                                                                                                                                                 |           | Date of meeting: February 3, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Faculty Council approval                                                                                                                                                                                                                                                                                                                                                                            |           | Date of meeting: September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| Undergraduate Education Committee (UEC) approval                                                                                                                                                                                                                                                                                                                                                    |           | Date of meeting: October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Develop advanced research by finding, evaluating, and citing primary and secondary sources, relevant to the project using appropriate style conventions, including Indigenous style.
2. Demonstrate capacity to conceptualize, strategize, and outline a viable and significant extended scholarly essay or creative writing project.
3. As and if appropriate to the project, consult living knowledge-keepers, using Indigenous protocols and approaches to knowledge.
4. As and if appropriate to the project, reflect on personal experience related to the project.
5. In cases where student is developing an extended scholarly essay, situate the research project in conversation with the ideas of other critics and theorists.
6. In cases where a student is developing a creative writing project, situate the work in relation to relevant genres, authors, texts, and contexts.
7. Recognize a relationship between the project and broader issues of contemporary relevance (e.g. decolonization, truth and reconciliation, gender studies, social inequities, ecological crisis and restoration, postcolonialism).

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

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

**Details:**

Annotated bibliography: 75%

Proposal and outline for honours essay or creative project: 25%

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

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

| Type | Author or description                                                                                                                                                                          | Title and publication/access details | Year                                                                              |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------|
| 1.   | Texts and resources will be based on the proposed bibliography developed in consultation with the advisor of the project, and will vary significantly based on the student's proposed project. |                                      |                                                                                   |
| 2.   | Textbook                                                                                                                                                                                       | Gregory Younging                     | Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples |
| 3.   | Textbook                                                                                                                                                                                       | MLA Handbook or equivalent           |                                                                                   |
| 4.   |                                                                                                                                                                                                |                                      |                                                                                   |
| 5.   |                                                                                                                                                                                                |                                      |                                                                                   |

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

**Course Content and Topics**

Students will develop weekly reading plan in consultation with the advisor and will meet regularly with the advisor. The directed reading culminates in a revised plan to complete the honours project.

**Memo for Course Changes – ENGL 492**

To: Linda Pardy, Chair, CACC

From: Department Head, English

Date: October 1, 2022

**Subject: Proposal for revision of** Honours Directed Essay

*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. Learning outcomes and course materials have been revised for indigenization and to more accurately reflect the diversity of honours projects within our programs. Calendar description wording was streamlined.***

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

*Learning outcomes have not been significantly changed, though wording has been revised to include outcomes that more fully apply to Honours projects completed that fall into the various streams of our English programs (literary studies, rhetoric and writing studies, and creative writing. For example, they now include language that applies more relevantly to creative writing Honours projects. In addition, Indigenizing learning outcomes have been added.*

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)? English department programs.
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 \(UNDRIP\)](#). ENGL 491 and ENGL 492 are both designated as part of the English department's Honours program, and allow students to pursue advanced research and writing projects with the support of (and in consultation with) an English faculty member, operating as advisor.

*The design of the course is indigenized in the sense that it is self-directed study focused on student interests and the development of student gifts. Students seek out an advisor whom they see as a mentor and who can help them with their project.*

*While research materials and approaches will vary significantly based on the topic of directed study, new learning outcomes contribute to a decolonizing and indigenizing framework for all honours work. Interviews with knowledge keepers and reflection on personal experience are mentioned as knowledge sources that could be relevant to the honours project. The expectation that students use language and deploy knowledge in accordance with Younging's Indigenous Style is articulated. And requirement to reflect on the research in relation to contemporary issues of concern, including decolonization, is added.*

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

*Similar to comments made in reference to 6): ENGL 491 and ENGL 492 are both designated as part of the English department's Honours program, and allow students to pursue advanced research and writing projects with the support of (and in consultation with) an English faculty member, operating as advisor. While Honours projects vary significantly in subject area and focus, these projects can, and frequently do, involve projects that explore how literature, language, stories and writing are deeply related to matters of equity, diversity and inclusion, and **empower students in developing their particular voice, as they articulate their own perspective in relationship to historical and contemporary circumstances**. New learning outcomes invite consideration of how the project is situated in relation to contemporary EDI issues, and application of a decolonizing writing style and research methods.*

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: 100\$

## CWC comment and response:

- Pre-Check suggests consulting with Teaching and Learning on the learning outcomes, as they are ambiguous and include wording that may be problematic.

*These learning outcomes are the result of much discussion and consultation with faculty and align with our program goals and objectives. Some of what might seem like vague language accounts for the fact the course accommodates both literary and creative honours projects.*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2003  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 492                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Honours Directed Writing Project                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Hon. Directed Writing Project                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>Students write an extended research paper or substantial creative writing project as the capstone of their honours degree.                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | ENGL 491.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <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>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>Infrequent</b><br>Maximum enrolment (for information only): <b>1</b> |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Typical Structure of Instructional Hours</b><br><table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Supervised directed learning (directed studies only)</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> |           | Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 60 |  |  |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>60</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Supervised directed learning (directed studies only)                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 60        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                            |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>No</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 3, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> September 15, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |  |  |  |  |  |  |  |  |  |  |                    |           |                                                                                               |  |



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

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

1. Plan, draft and complete an extended scholarly research essay or substantial creative writing project.
2. Effectively select, consult, and apply relevant sources including textual, archival, and secondary sources, knowledge keepers, and personal experience as appropriate to the project.
3. Demonstrate facility with best practices in scholarly writing, including the judicious use of secondary sources, editing and revision, familiarity with elements of Indigenous style and respect for Indigenous ways of knowing, and familiarity with relevant academic style guidelines.
4. In the case of a scholarly research essay, advance a proposition or thesis, supporting claims with explicit reasoning and textual evidence.
5. In the case of a scholarly research essay, place a research project in conversation with the ideas of other critics and theorists.
6. In the case of a creative writing project, situate the project in relation to relevant genres and histories.
7. In the case of a creative writing project, reflect on and apply theories and techniques of narrative or poetic structure to their own work,
8. Situate the project in relation to broader issues of contemporary relevance (e.g. decolonization, truth and reconciliation, gender studies, social inequities, ecological crisis and restoration),

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

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

**Details:**

Draft of research paper or creative project: 20%

Final edited version of research paper or creative project (8000 words or equivalent creative writing project): 80%

**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 | Various               | Textbooks will consist of the bibliography prepared for Honours Directed Reading (ENGL 491). |      |
| 2. Textbook | Younging              | <i>Elements of Indigenous Style</i>                                                          |      |
| 3. Textbook | Various               | Current MLA research Handbook or equivalent                                                  |      |
| 4.          |                       |                                                                                              |      |
| 5.          |                       |                                                                                              |      |

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

**Course Content and Topics**

Course content will be that of Honours Directed Reading (ENGL 491).



## MEMO

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**To:** LINDA PARDY

**From:** SYLVIE MURRAY

**Cc:** TARA KASZONYI, MARK FISCHER

**Subject:** COURSE DISCONTINUATION BUDGET APPROVAL: RLST 201, 202, 320, 330, 340, & 380, PHILOSOPHY, COLLEGE OF ARTS

**Date:** SEPTMEBER 13, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the discontinuation of the courses **RLST 201, 202, 320, 330, 340, & 380**, and I approve the discontinuation of this course.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

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: Linda Pardy, College of the Arts Curriculum Committee Chair

From: Anna Cook, Philosophy Department Head

Date: Friday, October 20, 2023

**Subject: Proposal for Discontinuation of RLST 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: **RLST 201 was last offered in Winter 2022, but has low historic enrollment, typically being offered as an independent study.**  
**It was last reviewed in 9/1/1996 and is 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**

**CWC note:** The College of Arts has also confirmed that the intention is to completely discontinue use of the RLST course code.

**Memo for Course Changes**

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

From: Anna Cook, Philosophy Department Head

Date: Friday, October 20, 2023

**Subject: Proposal for Discontinuation of RLST 202**

*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: RLST 202 was last offered in Fall 2021, but has low historic enrollment, typically being offered as an independent study.  
It was last reviewed in 1/1/1997 and is 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**

**CWC comment and response:**

- Note that this course and RLST 320 are currently included as electives in the India-Canada Studies certificate.

*The INCS certificate is being revised and will remove the RLST courses.*

**Memo for Course Changes**

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

From: Anna Cook, Philosophy Department Head

Date: Friday, October 20, 2023

**Subject: Proposal for Discontinuation of RLST 320**

*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: **RLST 320 was last offered in Fall 2022, but has low historic enrollment, typically being offered as an independent study.**

**It was last reviewed in 9/1/2006 and is 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**

**CWC comment and response:**

- Note that this course and RLST 202 are currently included as electives in the India-Canada Studies certificate.

*The INCS certificate is being revised and will remove the RLST courses.*



**Memo for Course Changes**

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

From: Anna Cook, Philosophy Department Head

Date: Friday, October 20, 2023

**Subject: Proposal for Discontinuation of RLST 330**

*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: RLST 330 was last offered in Winter 2022, but has low historic enrollment, typically being offered as an independent study.  
It was last reviewed in 1/1/2001 and is 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 for Course Changes**

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

From: Anna Cook, Philosophy Department Head

Date: Friday, October 20, 2023

**Subject: Proposal for Discontinuation of RLST 340**

*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: RLST 340 was last offered in Summer 2022, but has low historic enrollment, typically being offered as an independent study.  
It was last reviewed in 9/1/2007 and is 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 for Course Changes**

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

From: Anna Cook, Philosophy Department Head

Date: Friday, October 20, 2023

**Subject: Proposal for Discontinuation of RLST 380**

*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: RLST 380 was last offered in Summer 2021, but has low historic enrollment, typically being offered as an independent study.  
It was last reviewed in 9/1/2009 and is 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**

**CWC comment and response:**

- Note that this course is currently included as an elective in the following programs:
  - Bachelor of Environmental Studies
  - Bachelor of Environmental Studies (Natural Sciences)
  - Environmental Studies minor
  - Indigenous Studies major
  - Indigenous Studies minor

*The IS major and minor are currently being revised and will have RLST removed. The IS major and minor revisions will be to UEC for the calendar deadline. Forthcoming changes to the BES/BESNS will also include removal of RLST courses. There have been NO students take RLST courses for several years.*

**Memo for Course Changes**

To: UEC and Senate

From: (Andrea Hughes, Psychology Department Chair & Donna Tafreshi, Psychology Faculty)

Date: May 26, 2023

**Subject: Proposal for revision of PSYC 301**

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

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

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

2. Rationale for change: Changes have been made to the course outline in order to align the course with developments in the fields of quantitative psychology and statistics over the past 15 years. In particular, emphasis is now placed on the logic of statistical inference, effect size estimation, conceptual understanding, and the use of statistical analysis software as an applied skill.

Although research design is still integral to the course, it is now taught in the context of various inferential scenarios. The title of the course and the calendar description have been updated to reflect these changes. In particular, “quantitative methods” has been added to the title to contrast the course with a new upper level “qualitative methods” course (PSYC 311), and “statistical inference” has been added to capture the course’s emphasis on this topic.

The learning outcomes of the course have also been updated to emphasize conceptual understanding and the application of statistical hypothesis tests using statistical software. The acquisition of skills required to use statistical software programs are fundamental for students in psychology who wish to conduct an Honours thesis (for which this course is a pre-requisite) and/or continue to graduate school in psychology. It is also beneficial for students entering the workforce in industries emphasizing data analytics. The learning outcomes have also been changed to reflect the Teaching & Learning recommendations.

PSYC 210 and 220 have been removed as pre-requisites because these courses have been discontinued. PSYC 110 was initially proposed as prerequisite but has been removed, as this course is a prerequisite for PSYC 202 which is still a prerequisite.

Finally, the textbooks and resource materials section has been updated to reflect current resources commonly used within the field that emphasizes conceptual understanding while providing examples using statistical software. The primary instructor who teaches this course is also developing her free online textbook which is influenced by Indigenous pedagogy (specifically using narrative to teach statistics) and this book has been included in the outline.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#): The changes to the learning outcomes align with program learning outcomes #6 and #9. In order for students to develop quantitative research questions and appropriately apply quantitative research methods and statistical techniques, they need to understand the logic underlying statistical inference and be able to utilize statistical software to carry out and interpret statistical tests. An understanding of the fundamental concepts in statistics is also required to be able to develop appropriate research questions that lend themselves to quantitative methods and analysis. In addition, mastery of statistical concepts, such as effect sizes, allows for students to appropriately describe and interpret research findings which rely on quantitative methods and statistical analysis.

***LO6: Students will demonstrate their ability to apply research methods and statistical techniques to develop a psychological research question into scientifically appropriate procedure and corresponding data. They will conduct at least one original empirical investigation in which these skills are used throughout the development of a research project.***

***LO9: Students will be able to describe psychological findings from a variety of subfields within psychology, and will be able to describe the potential relevance of these findings to the understanding of people and interpersonal situations.***

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? N/A
5. Which program areas have been consulted about the change(s)? N/A
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

While the emphasis of the course itself is on teaching statistics and the course topics reflect the major statistical themes, the primary instructor of the course has tried to learn from Indigenous ways of knowing in developing materials and curricula. One example is the creation of a free course textbook that uses narrative as a tool for describing and explaining statistical concepts (e.g., the logic of null hypothesis testing is taught as a story). Another example is the inclusion of discussions around the limitations of measurement practices for capturing Indigenous experiences, as well as the limitations of statistical inference overall (these are discussed throughout the course). The department has discussed



how to best incorporate Indigenous ways of knowing into our methods curricula for the program. To this end, we have developed a new qualitative methods course (PSYC 311) that serves, in part, as a way to include Indigenous perspectives in our methods curricula. Students who complete PSYC 301 are encouraged to also complete PSYC 311.

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

The primary instructor of the course uses a free online textbook that is searchable and accessible. The required statistical software is free to students (e.g., SPSS is available through UFV and R is an open access software).

The course also includes discussion of alternative methods for research, including qualitative and Indigenous methodology. Students are encouraged to take a pluralistic approach to their methods training and to consider taking the psychology department's qualitative methods course.

In addition, students are encouraged to consider potential problems in the interpretation and generalization of statistics, including when it is/is not appropriate to generalize to certain populations of individuals and the implications of generalization practices.

Students struggling with the material are also directed to the Academic Success Centre for support with statistical and mathematical concepts throughout 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): \$0-\$150 (instructor dependent – the primary instructor does not require any costs).



**ORIGINAL COURSE IMPLEMENTATION DATE:** November 1993  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-----------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> PSYC 301                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Full Title:</b> Intermediate Quantitative Methods and Statistical Inference in Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Course Short Title:</b> Quant Methods & Stat Inference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Department (or program if no department):</b> Psychology                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Calendar Description:</b><br>An extension of the basic theory and methods underlying research design, data analysis, and statistical inference. Students learn the logic of quantitative methods, both descriptive and inferential in nature. They also apply this logic to research scenarios using statistical software and interpret the results of inferential tests.                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | PSYC 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:<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>Winter only</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 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> April 20, 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of meeting:</b> August 31, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                               |  |

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

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

1. Perform descriptive analyses (involving both numerical and graphical summaries of data) using statistical software (e.g., SPSS).
2. Apply appropriate statistical inferential tools in the context of various research designs (e.g., correlational, quasi-experimental, experimental, repeated measures).
3. Perform inferential analyses (involving  $t$ - and  $F$ -distributions) using statistical software (e.g., SPSS).
4. Interpret the results of statistical hypothesis tests involving univariate, bivariate, and multivariate distributions using the techniques of ANOVA and regression.
5. Illustrate, both in writing and in application, mastery of fundamental statistical concepts including sampling distributions, effect sizes, confidence intervals, and p-values.
6. Implement the logic of null hypothesis testing in making sound inferential arguments when applying statistical tools.
7. Justify, in writing, the making of sound analytical decisions in the process of running a hypothesis test (e.g., dealing with violated assumptions, imbalanced designs, outliers).

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

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

**Details:**

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

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

Lectures, laboratory activities.

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

| Type        | Author or description | Title and publication/access details                  | Year |
|-------------|-----------------------|-------------------------------------------------------|------|
| 1. Textbook | Howell, David, C.     | Statistical Methods for Psychology / Bookstore access | 2013 |
| 2. OER book | Tafreshi, D.          | Intermediate Statistics for Psychology                | 2023 |
| 3.          |                       |                                                       |      |
| 4.          |                       |                                                       |      |
| 5.          |                       |                                                       |      |

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

Statistical software (e.g., SPSS, R).

**Course Content and Topics**

- Review of basic statistical concepts, probability, algebra, and notation
- Review of descriptive statistics/data analysis, including limitations of measurement practices.
- Review of sampling distributions and the logic of Neyman-Pearsonian null hypothesis testing
- Effect sizes and confidence intervals, including effect size specification vs. magnitude of effect estimation
- One-way analysis of variance (ANOVA)
- Type II error control (power analyses)
- Simultaneous inference (post-hoc comparisons)
- Two-way between subjects ANOVA
- Repeated measures (within-subject) ANOVA
- Simple linear regression & correlation
- Multiple linear regression
- Special issues pertaining to null-hypothesis testing and alternative methods of inference

**Memo for Program Changes**

To: UEC

From: Lin Long, Department Head, Physics

Date: October 12, 2023

**Subject: Program change Engineering Transfer Program**

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

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

2. Rationale for change(s):

During the BC Engineering Articulation meeting in 2018, all receiving and sending institutions agreed to develop a Common First-Year Engineering Curriculum (CFYEC). The CFYEC was established at the end of 2019. Following this the Physics department (led by Dr. Peter Mulhern) revised the existing UFV Engineering Transfer Program (ETP) based on the CFYEC. The current curriculum was approved by UFV in February 2021 and became effective in Fall 2021.

On June 17, 2022, UFV, through the office of James Mandigo, Provost and VP Academic signed on to the Common First-Year Engineering Curriculum (CFYEC) Agreement. UFV as a sending institution agreed to:

- a. Encapsulate the CFYEC as a recognized credential (i.e., a certificate)
- b. Provide information on its website regarding the CFYEC and its signatory receiving institutions and promote the CFYEC option when meeting with high schools.
- c. Ensure that instructors for designated engineering content within the CFYEC (typically those covering engineering science, engineering design, project work, and/or an introduction to the engineering profession) have a professional engineering credential (e.g., P. Eng., Eng. L) allowing for practice of engineering in Canada. Articulate course-by-course transfer of the CFYEC through BCCAT.
- d. Reasonably accommodate a request by receiving institutions to participate in at least one university transfer information session to provide details about their engineering programs.
- e. Ensure students within the CFYEC program are aware that they must follow all application procedures and policies of the receiving institution, including applying for admission and submitting post-secondary and/or high school academic transcripts.

As such, the Faculty of Applied and Technical Studies proposes to convert the existing **Engineering Transfer Program** into the **Engineering Common Core Certificate (ECCC)**. No changes are proposed to the

curriculum or admission requirements, which are approved by UFV, and which align with the Common First-Year Engineering Curriculum Agreement. It is noted that consultation took place with Program Development and Quality Assurance office, which recommended the approval route of a major program change.

We understand that under policy 64, Credentials that a certificate at UFV is defined as a program with 18 to 45 credits for credited programs and that the credit count for this curriculum is a minimum of 51 credits. However, we respectfully request an exemption due to the terms of the BCCAT CFYEC that the program be at the certificate level and that the curriculum align with the requirements mapped out by the agreement.

As per the curriculum, we cannot offer a 1-to-1 exact match with CFYEC due to the shared courses with other programs (such as physics, chemistry), otherwise, it would be too costly to offer the ECCC. The course equivalencies are in the table below which was sent to the CFYEC committee. The following table demonstrates how UFV's courses map to the required CFYEC curriculum:

| CFYEC Curriculum Requirements                                                                                                                              | Existing UFV Engineering Transfer Program                                                                               | Credits |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------|
| CALC I (Differentiation)                                                                                                                                   | MATH 111 Calculus I                                                                                                     | 4       |
| CALC II (Integration)                                                                                                                                      | MATH 112 Calculus II                                                                                                    | 4       |
| CHEM I (combined learning outcomes of CHEM I and CHEM II, the two standard chemistry courses within the 1 <sup>st</sup> year of BSc. at most institutions) | CHEM 113 Principles of Chemistry I + CHEM 116 Thermodynamic Aspects of General Chemistry for Engineering Students<br>or | 5 + 1   |
|                                                                                                                                                            | CHEM 113 + CHEM 114 Principles of Chemistry II                                                                          | 5 + 5   |
| CSCI Intro to Programming                                                                                                                                  | ENGR 153 Structured Programming for Engineers                                                                           | 4       |
| ENGL I University Academic Writing                                                                                                                         | ENGL 105 Academic Writing                                                                                               | 3       |
| ENGL II Technical Writing (within common core context it is recommended to be offered collaboratively with ENGR II)                                        | CMNS 251 Professional Report Writing                                                                                    | 3       |
| ENGR I/II                                                                                                                                                  | ENGR 123 Engineering Design I: Design and Drafting                                                                      | 4       |
| "                                                                                                                                                          | ENGR 124 Engineering Design II: Design and Sustainability                                                               | 4       |
| LALG I Linear Algebra                                                                                                                                      | ENGR 152/MATH 152 Linear Algebra for Engineering                                                                        | 4       |
| PHYS I                                                                                                                                                     | PHYS 111 Mechanics                                                                                                      | 5       |
| PHYS II                                                                                                                                                    | ENGR 115 Optics + PHYS 112 Electricity and Magnetism                                                                    | 1 + 5   |
| PHYS III                                                                                                                                                   | ENGR 113 Engineering Physics – Statistics and Dynamics                                                                  | 4       |

|                      |         |    |
|----------------------|---------|----|
| Total Program Credit | Minimum | 51 |
|                      | Maximum | 55 |

\*Unless stated, the minimum acceptable grade in pre-requisites for all courses is a C-.

| Current UFV Engineering Transfer Program Admission Requirements                                                                                                                                                                                                                          | Proposed CFYEC Admission Requirements                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B.C. secondary school graduation or equivalent                                                                                                                                                                                                                                           | Recommended: Calculus 12 (if available); Programming 12 (if available)                                                                                                   |
| Pre-calculus 12 with a grade of B or better                                                                                                                                                                                                                                              | Pre-Calculus 12 with a minimum grade of B                                                                                                                                |
| Chemistry 12                                                                                                                                                                                                                                                                             | Chemistry 12 with a minimum grade of C+; Outstanding candidates missing Chemistry 12 or equivalent are encouraged to apply and will be reviewed on a case-by-case basis. |
| Physics 11 (Physics 12 is strongly recommended)                                                                                                                                                                                                                                          | Physics 12 with a minimum grade of C+; Outstanding candidates missing Physics 12 or equivalent are encouraged to apply and will be reviewed on a case-by-case basis      |
| Minimum C+ in English Studies 12, English First Peoples 12, or one of the other pre-requisites for ENGL 105. (Students may also present English 12, English Literature 12, English 12, First Peoples AP English, IB English A (standard level or higher), or out of province equivalent. | English 12 with a minimum grade of B.*                                                                                                                                   |

\* The alternate English options under the existing UFV model will continue to be in place, but at the recommended minimum grade of B.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: N/A
4. What consideration has been given to Indigenizing the curriculum?

The majority of the courses in the curriculum (especially Phys 111/112, Chem 113, ENGR 123/124/113) include significant team-based experiments, course projects, and presentations, which give students opportunity to share knowledge and approaches with each other and reflect on one's practice. ENGR 124 is an engineering design course (Design and Sustainability), which includes the introduction to the concept of sustainability and its impact on society including Indigenous communities.

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

Designating the existing Engineering Transfer Program into the Engineering Common Core Certificate will not require any resources at the departmental or Faculty level. There will be minimal impact in terms of resources required at the institutional level. Currently ECCC students register through the Office of the Registrar in consultation with the department, which will carry on with the

designation of a certificate. As noted above there will be additional resources required from OReg to support graduation from the ECCC certificate. However, having students graduate from a credential will increase domestic student FTEs and support the SEM plan targets.

Academic Advisors currently work closely with the Physics Department to provide ongoing support to ECCC cohorts. With a credential now to be awarded the approval of graduation would be an additional workload once a year but would be straightforward given the nature of the certificate requirements. Elaine Newman, Director, Academic Advising, supports this change to having an exit credential (July 31, 2023, discussion).

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

While the courses will be the same, the primary benefit for students will be the granting of a UFV credential for successful completion of the program. It is anticipated that this will positively impact enrolment in the ECCC from 30 students in 2023 to 48 by 2030-31, the last year of the SEM Plan. Establishing the ECCC as a certificate program is a requirement of the CFYEC Agreement; failing to follow through on the creation of this credential could negatively impact students in terms of transferability into receiving institutions that are signatories on the Agreement. Additionally, the graduates of the program will be official UFV Alumni, with all the benefits that entails.

There are several pathways available to students who graduate from the ECCC:

- Transfer into a partnering degree program
- Laddering into the UFV Associate of Science degree.
- Laddering into the UFV BSc (including Physics and other majors)
- Laddering into the UFV Engineering Physics diploma in Mechatronics

Students would be eligible for this credential from Fall 2024. Students who have previously completed the Engineering Transfer Program would not be permitted to “reach back” for the updated credential.

#### **Laddering Options**

Note 1: The majority of the ECCC courses can be used toward the first year of the Associate of Science degree plus ENGL 105 in the 2<sup>nd</sup> Year.

Note 2: ECCC can ladder into Engineering Physics (ENPH) diploma in Mechatronics seamlessly as all courses in the first year of the ENPH are also required by the ECCC.

Note 3: ECCC can ladder into BSc Physics major and honour degrees seamlessly as all courses in ECCC can be used toward the Physics major/honour.

**Associate of Science**

## First Year/Semester 1

| Course   | Title                                          | Credits | Maps to ECCC Course  |
|----------|------------------------------------------------|---------|----------------------|
| MATH 111 | Calculus 1                                     | 4       | MATH 111             |
| Science  | 100-level science (see note 1)                 | 4 or 5  | PHYS 111             |
| Science  | 100-level science (see note 1)                 | 4 or 5  | CHEM 113             |
| Science  | 100-level science or other transferable course | 4 or 5  | ENGR 153 or ENGR 123 |
| Total    |                                                | 16-19   |                      |

## First Year/Semester II

| Course   | Title                                       | Credits | Maps to ECCC Course  |
|----------|---------------------------------------------|---------|----------------------|
| MATH 112 | Calculus II                                 | 4       | MATH 112             |
| Science  | 100-level science (see note 1)              | 4 or 5  | PHYS 112             |
| Science  | 100-level science (see note 1)              | 4 or 5  | MATH 152/ENGR 152    |
| Science  | 100-or 200-level science (see note 1 and 2) | 4 or 5  | ENGR 124 or ENGR 113 |
| Total    |                                             | 16-19   |                      |

## Second Year/Semester III

| Course   | Title                          | Credits | Maps to ECCC Course |
|----------|--------------------------------|---------|---------------------|
| ENGL 105 | Academic Writing               | 3       | ENGL 105            |
| Elective | Arts (see note 3)              | 3       |                     |
| Science  | 200-level science (see note 2) | 4       |                     |
| Science  | 200-level science (see note 2) | 4       |                     |
| Science  | 200-level science (see note 2) | 4       |                     |
| Total    |                                | 18      |                     |



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

N/A

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

N/A

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

N/A

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

N/A

**MEMO**

TO: UEC/CWC  
 FR: Claire Carolan, Associate Director, PDQA  
 RE: College of Arts Program Proposal - Post-baccalaureate diploma, Digital Communication and Promotion  
 DATE: October 10, 2023

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In October of 2021, all deans, directors, and department heads were invited by the Provost and VP Academic to propose ideas for the development of post-baccalaureate diplomas (PBD) for consideration under the expedited program development process ([UFV policy 21b – Procedures for Expedited Program Approval](#)).

In acceptance of this invitation, the College of Arts is proposing a post-baccalaureate diploma in **Digital Communication and Promotion** for development. *(Please note that the automatic expediting of PBD proposals has ended. Only those proposals in the approvals pipeline as of September 27, 2023, are currently using this procedure).*

The proposal has met the first five steps of the Expedited Approval process:

1. Formation of PWG and Development of Proposal
2. PDQA verification
3. Faculty/College Council and Dean review and approval
4. University Wide Notification
5. Vice Provost and APPC Chair confirmation

The proposal is now in Step 6 and has completed UEC Pre-Check:

UEC Screening (Pre-Check), CWC and UEC. Due to the amalgamation of APPC and SBC the proposal will not undergo review for budgetary implications until Step 7. APPC Expedited Review Subcommittee.

Please find attached for CWC distribution and UEC review:

1. Program Proposal, post-baccalaureate diploma: Digital Communication and Promotion
2. Proposal Appendices, post-baccalaureate diploma: Digital Communication and Promotion
3. Approvals Tracking Sheet

*Note: Documents are available in S:\Groups\UEC\2023-10-27 Digital Communication and Promotion.*

The suggested motion is:

1. MOTION: That UEC has reviewed the proposal for the Digital Communication and Promotion post-baccalaureate diploma and recommends to APPC for development.



## MEMO

**To:** Samantha Pattridge, Chair, UEC Screening  
**From:** Arts and Integrated Studies Curriculum Committee  
**CC:** Sylvie Murray, Linda Pardy  
**Date:** 2023-10-20  
**Re:** Proposed changes to course codes for ARTS, CSM, PORT, and UNIV courses

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The department of Arts and Integrated Studies (AIS) is submitting proposed course code changes to AIS for all its courses. The courses under consideration at UEC Screening include the following: ARTS 111, ARTS 280, , ARTS 299, ARTS 380, ARTS 401, ARTS 480, PORT 398 and PORT 399. The courses under consideration at the June CACC meeting include the following: CSM 108, CSM 208, and UNIV 101. Rather than include a lengthy explanation in Section 1 of each course change memo, herein we provide rationale for changing all the course codes to AIS.

Cohesive naming can produce at least the following desired effects:

It aligns the department and the courses, making both more visible, and marketable, to the university and community. In addition, it clarifies the nature and scope of each course as they are improved and move through articulation processing.

- The course code change unifies the existing courses as a suite tied by a set of competencies; the courses are then more visible to all students in terms of what they will learn from taking them. At its August 2022 retreat, the department brainstormed a set of competencies to begin its curricular mapping and revision: teamwork and collaboration, practice/apply inclusivity, self-agency, self-reflexivity, creativity and innovation, academic skills (writing, numeracy, information literacy, digital) critical thinking, adaptability, functionality in multiple literacies (academic, career, civic). Our premise is that anyone in university needs to learn them. At the same time, the proposed AIS courses are particularly useful for target student populations who already populate the courses, such as Qualifying Studies students, students who are Indigenous, International, mature, and/or transitioning from high school.
- The course code change makes the suite of courses more visible in relation to the Bachelor of Integrated Studies (BIS) and General Studies Diploma (GSD), likely useful for Academic Advisors. While both programs are administered by AIS, most of the proposed AIS courses are not currently required in these programs. One curricular goal of the AIS department is to offer its courses as part of those programs. Relatedly, because of "integrated studies," it is helpful to define AIS courses in relation to IDS courses, which remain interdisciplinary studies shells used by any departments/areas.

Furthermore, the course code change accurately names the embodied professional life of a collection of scholars with areas of specialization in multiple fields in the social sciences and humanities for whom the teaching and study of AIS competencies constitutes knowledge making in their fields.

**Memo for Course Changes**

To: CACC

From: Hannah Celinski

Date: January 29<sup>th</sup>, 2023

**Subject: Proposal for revision of CSM 104 – to Become AIS 111**

*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:

CSM 104 was initially created to assist international students develop skills needed to succeed in the Canadian academic context. It is a service course and not a required course in any diploma or degree. However, the course has strong enrollment each semester because students remain in need of additional academic skill building. The course is 10 years out of date and as a result is not serving its stakeholder groups as well as it should. In addition, the course has been in transition between the Communication Department and the newly formed Arts and Integrated Studies Department (AIS). As part of this transition the College of Arts, as part of its initiative to ensure curriculum is updated, requested CSM 104 be updated prior to being fully administered and nurtured by AIS. Prior to the Covid-19 interruptions various focus groups were conducted with international students and data was collected to track student progression upon completion of CSM 104. Providing additional training on multiple learning and thinking strategies was identified as the major gap. Both the Communications and the English departments have revised courses and incorporated new teaching strategies to better support second language learners with writing skills – but they too report that students need more training in self-learning management, self-evaluation, reflection, and independent thinking. These course revisions address the expressed needs to students and faculty.

In addition, a course name change is being proposed to better align the course with academic learning and the focus of the AIS department.

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 \(ILOs\)](#):

**Analyze critically and imaginatively:** The new outcomes focus on preparing for a complex academic environment and an evolving and uncertain work environment, and the role of critical thought within that context.

**Initiate inquiries and develop solutions to problems:** There are specific outcomes that help students learn to use lateral, convergent and divergent thinking to engage wicked problems and find solutions.

**Communicate effectively:** Teams and groups will be examined and considered for strengths and weaknesses, and how to successfully communicate within each. The course also considers modes of expression that suit a globalized audience, and what possibilities are available to those who use their imagination and get creative with the eventual course artifact.

**Pursue self-motivated and self-reflective learning:** The base of the course is contemplative and reflective practice. Subsequent ARTS courses are graded heavily on reflection, and this course is an opportunity to build students appreciation for expectations and strategies for success in subsequent courses.

**Engage in collaborative leadership:** I have already mentioned the group and team aspects of the course. It will also relate to this outcome due to the nature of collaborative assignments.

**Engage in respectful and professional practices:** Our goal is to produce students who are prepared for an "Indigenized, evolving, and globalized workforce". Respect for diverse colleagues is a necessary attribute of the professional ethos. Our outcomes look to develop both, privileging the first to the second.

**Contribute regionally and globally:** A career development trajectory that reflects both local and global interests is a feature aspect of this offering.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **NO**

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

Faculty who has taught the course either in CMNS or AIS, the former Integrated and General Studies Program Committee, Dr. Satwinder Bains by way of international student focus groups and advocacy work and UFV International.

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 main texts in this course is *Potlatch as Pedagogy*, written by Sarah Davidson and Robert Davidson. The purpose of this text to allow students to consider learning as a journey that takes time, relates to community and reflection, offers space for growth, and is not tied to time in a colonial sense.

The class will consider the importance of authenticity in the search for a career trajectory. We will also consider the future of the workplace, and identify Calls to Action that remain unfulfilled, and envision how the workplace contributes to reconciliation through our students as agents of change, allies, and Indigenous leaders in our community.

Resources like the Podcast Unreserved and exploring winners of the BC Indigenous Business Awards allow students to connect with local Indigenous voices and role models.

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

Students can engage in multiple modes of expression: writing, journaling, reflective writing, and the eventual choice to develop an artifact to express their learning across the semester. This artifact can take any form, provided it expresses the depth, nuance, and specifics of the student's journey. We are offering materials through books, articles, podcasts, videos, and experiential engagement with our community (talks, UFV events, etc.)

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.) [Field trips may be facilitated as part of the course. If so, they will be described in the timetable prior to registration and the costs will be covered by the students \(with possible support for the International student engagement area\)](#)

9. Estimate of the typical costs for this course, including textbooks and other materials: [\\$50-\\$100](#)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004  
 REVISED COURSE IMPLEMENTATION DATE: September 2023  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|--|--|--|--|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 111                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                          |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Foundations of Learning, Reflection, and Academic Success                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Course Short Title:</b> Found. of Academic Success                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Arts & Integrated Studies                                                                                                                                                                                                                                                                                                                                                                                                                      |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Calendar Description:</b><br>Students practice lateral, convergent, and divergent thinking skills important for academic and professional success. Using Canada's nine Skills for Success, students explore creativity, innovation, and collaboration as well as learning and technical skills used in university and the workplace.<br>Note: Students with credit for CSM 104 cannot take this course for further credit.                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Fewer than 18 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CSM 104</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" 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 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 cannot be awarded for this course because:<br>this is an active learning skills acquisition course. Students with the skills taught in this course would not seek out this course, nor would adding it to their diploma or degree be an advantage to them. |  |
| 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> January 19, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |  |  |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                                                                                            |  |

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

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

1. Describe Canada's nine Skills for Success in relationship to academic and career skills.
2. Practice creativity and collaborative problem solving.
3. Experiment with and engage in contemplative practices.
4. Demonstrate applications of lateral, convergent, and divergent thinking to approach wicked problems.
5. Explore Indigenous ways of learning in a Canadian and global context (mentorship, community, process, authenticity, and curiosity).
6. Analyze personal perceptions of time, how it relates to success, and how various belief systems, cultures, and societies relate to time, time management, and the use of time.
7. Use inclusive active listening and teamwork skills for use in various contexts.
8. Demonstrate multiple modes of expressing knowledge, learning and personal strengths (i.e., written oral, digital).

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

|              |     |          |     |  |   |
|--------------|-----|----------|-----|--|---|
| Assignments: | 60% | Project: | 40% |  | % |
|              | %   |          | %   |  | % |

**Details:**

Reflective journal: 25%  
 Short research assignment: 15%  
 Career skill assignment: 10%  
 Team presentation: 20%  
 Artifact: 20%  
 Self-assessment: 5%  
 Final reflection: 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.)*

Lectures, interdisciplinary groups, individual consultation, seminars, and student presentations.

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

| Type        | Author or description              | Title and publication/access details                                    | Year |
|-------------|------------------------------------|-------------------------------------------------------------------------|------|
| 1. Textbook | Sarah Davidson and Robert Davidson | Potlatch as Pedagogy                                                    | 2018 |
| 2. Textbook | Nancy Arthur and Mary McMahon      | Contemporary Theories of Career Development: International Perspectives | 2018 |
| 3.          |                                    |                                                                         |      |

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

- Academic and career skills for course work in diploma or degree programs
- Accountability to self and communities (i.e., university, employers, peers)
- Canada's Skills for Success: and how to apply them to multiple contexts
- Why creativity matters
- Reflection and reflective practice: learning from self-evaluation
- Reflecting on why thinking is important in university learning
  - Thinking for self
  - Assess information: what is useful information and who do you know
  - Challenges of thinking in university
  - Expressing what you are thinking
- Contemplative practice
- Indigenous ways of learning: mentorship, observation, contribution (Canadian and global contexts)
- Constructs of time
- Transferable skills for university to the workplace (i.e., active listening, groups vs. teams, digital and technical)
- Artifact creation



**Memo for Course Changes**

To: CACC

From: Linda Pardy

Date: May 24, 2023

**Subject: Proposal for revisions to ARTS 280, 380, 480 – becoming AIS 280, AIS 380, AIS 480**

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:

1. **Rationale for change:** Each of these courses historically have been facilitated through the College of Arts (CoA) Dean's Office using a Directed Studies format. Over the past three years the practicum engagement, especially at the ARTS 380 level, has increased to where full course sections are being offered each semester – filling at between 28-36 students each semester. These courses are being moved from the dean's office to the new Arts & Integrated Studies Department. In preparation for their transition revisions are needed to ensure the current praxis is reflected. Each of these courses have the potential to contribute to WIL offerings, but to do so they need to incorporate career development reflective practices in addition to required applied work hours. In addition, the proposed revisions are also needed to respond to the expressed needs of both students and community partners. These are:

- Create WIL opportunities that scaffold – starting with an introduction to Work Integrated Learning for those students with no work experience or limited Canadian work experiences, moving to a closely supervised practicum, and then onto a practicum that facilitates self-directedness and leadership. AIS 280 ---- AIS 380 ---- AIS 480
- Provide students that have limited work experience or are newcomers to the Canadian workforce have opportunities to gain foundational career development skills needed prior to taking on a practicum course.

- Incorporate career development learning/theory and reflective practices that enable students to assess their skill development beyond just fulfilling the required hours of “work”.
- Align the number of practicum hours with what students can realistically and authentically take on in a single semester. Students have busy lives – many are working and attending classes both in full-time capacity. UFV students report not being able to engage in WIL because they cannot afford to give-up their employment for un-paid practicums or even temporary co-op placements (even if paid). As a result, students are often not working in jobs that connect them to experiences that will enhance their post-university career plans. By reducing the number of practicum hours, framing each as a course, and incorporating career development and reflective practice towards far transfer – students will be able to engage in these courses as part of their regular course workload.
- Equitable career learning is essential for the various.
- Improve how variations for the course are reflected on the student’s record. In the past a letter suffix was used when the practicum had a theme or a specific placement site. Going forward AIS 380 will only use four different alpha codes. These will be:
  - AIS 380C = Open Section
  - AIS 380D = For SOCA students only
  - AIS 380E = For Social Science students only
  - AIS 380F = For Humanities students only.

**Demand for the Courses:** For the past three years CoA has focused on improving its work integrated learning (WIL) opportunities. With seed funding from the Business and Higher Education Roundtable (BHER) in 2022-23 CoA created 1238 distinct WIL placements for students. The demand from students and employers is huge. Each semester we have wait lists for ARTS 380. Students are taking ARTS 380 twice because they cannot afford the time or cost of ARTS 480. We have also learned that our international student populations are challenged to find equitable work in Canada because they often lack work experience. International students report being challenged by unethical workplace situations, but not know how to navigate the Canadian job market. AIS 280 will fill this gap – not so much in terms of program requirements, but in helping UFV improve the quality of life for its international students. Discussions are underway to revise the General Studies Diploma and AIS 280 is being suggested as a required course.

1. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): The changes to the outcomes are not substantial, but by intentionally enhancing the career development practices in the courses the following ILO will be achieved.
  - *Analyze critically and imaginatively.*
  - *Use knowledge and skills proficiently.*
  - *Communicate effectively.*

- *Pursue self-motivated and self-reflective learning.*
  - *Engage in collaborative leadership.*
  - *Engage in respectful and professional practices.*
2. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? *Not required by any specific program. Programs that use the practicum course will find easier access to the courses. Students who use the practicum courses to fulfil core competencies in the BA will also find easier access.*
  3. Which program areas have been consulted about the change(s)? *Arts & Integrated Studies, International, SCMS, PSYC, ECON, ENGL, SOCA (these are areas students generally come from that seek a practicum experience)*
  4. What consideration has been given to indigenizing the curriculum? *Over a two-year period, CoA had external funding to research and onboard WIL that incorporated Indigenous learning practices. The research resulted in significant decolonizing and Indigenizing work done to the career development curriculum, as well as formalized WIL partnerships with Indigenous community members and businesses. These opportunities are now available to Indigenous and non-Indigenous students. The following readings inform the approach to these courses.*

Arney, N. (2022). A relational understanding of learning: Supporting Indigenous work-integrated learning students. *International Journal of Work-Integrated Learning*, Special Issue, 2022, 23(2), 153-167.

Duder, E., Foster, E., & Hoskyn, K. (2022). I want to work for my people – Towards a specific model for Indigenous work-integrated learning. *International Journal of Work-Integrated Learning*, Special Issue, 2022, 23(2), 295-308.

Eady, M., Hancock, R., Morrison, S., Beveridge, J., & Dean, B., (2022). Local Indigenous perspectives and partnerships: Enhancing work-integrated learning. *International Journal of Work-Integrated Learning*, Special Issue, 2022, 23(2), 129-137.

Kennedy, A., McGowan, K., Lindstrom, G., Cook, C., Dean, Y., Stauch, J., Barnabe, C., & Price, S. (2020). Relational learning with Indigenous communities: Elders' and students' perspectives on reconciling Indigenous service-learning. *International Journal of Research on Service-Learning and Community Engagement*, 8(1). Article 2.  
<https://doi.org/10.37333/001c.18585>

5. If this course is not eligible for PLAR, explain why: *These courses are not eligible for PLAR because the career development reflective practice and responsive learning because of practicum engagement is difficult to evaluate retroactively. The purpose of these courses is to provide students with current work experiences related to their post-university goals/plans. Anyone regardless of whether they have had previous work experiences or not can benefit from career development – as career development informs and is present over a complete life span.*

6. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value - Changing the credit value only enhances the opportunities for students to take these courses as courses and Directed Studies. DS options do not support enrolment targets and do not contribute to CoA enrolment plans. Likewise, DS courses have a negative impact on faculty workload – as they don't count towards workload but are indeed extra work. By adjusting the credit values the courses will be manageable for students and in return increase enrolment.
  - b. Class size limit - the class size is set at the optimal 36 for budget purposes. The ability to offer these as courses, as opposed to DIS, will add to budget/ and enrolment targets. There will be no negative impact because these courses traditionally have not been included in the CoA enrolment plan/targets. However, after three years of being able to offer full sections of ARTS 380 each semester they will now become included in AIS enrolment plans. Currently AIS exceeds its enrolment targets.
  - c. Frequency of offering - AIS 280 will be offered once a year. AIS 380 will be offered each semester including summer. AIS 480 offered every second year until the demand for specific WIL practicums grows.
  - d. Resources required (labs, equipment) N/A
7. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? N/A
8. Estimate of the typical costs for this course, including textbooks and other materials: [These courses subscribe to an OER philosophy.](#)

**CWC comments and responses: AIS 280, 380, 480**

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**From:** Candace Stewart-Smith  
**Sent:** Tuesday, October 3, 2023

Dear CWC committee, Linda, and Tara,

In my role as the Director of the Centre for Experiential and Career Education (CECE), I wish to provide feedback on the changes in the Arts 280, 380, and 480 courses, as proposed by the College of Arts, and more specifically, the Arts & Integrated Studies (AIS) department.

To preface my feedback, I would like to note that I met with Dr. Linda Pardy and Dr. Hannah Celinski on Friday 29<sup>th</sup> September to share my initial thoughts on the proposed changes.

CECE is appreciative of this forum where we can share how much we value the proposed changes that will expand work-integrated learning (WIL) opportunities for students to gain valuable experience in their fields of study, scaffolded by career education.

With these changes however, there is a unique and much needed opportunity for CECE to be a natural partner in the development and delivery of these courses. CECE's mandate is to prepare students for their future careers, and we deliver our mandate in various ways that include career education and curricular and co-curricular learning experiential/work-integrated learning. Our team is comprised of subject matter experts in the fields who are engaged in professional development opportunities to keep our practice current and Student-Ready. Our team is open to discussing what this partnered approach could look like moving forward.

We also seek ongoing alignment and communication between both parties to 1) ensure we are sharing similar information to students: this will be mutually beneficial as we stay on top of new and emerging developments in the practice, and 2) demonstrate a united front in bringing employers on board where CECE's Co-operative Education (Co-op) and AIS' practicum placements may intersect. This is to ensure that employers understand the different experiences our students can have in the workplace without sacrificing one opportunity for another. Additionally, we show UFV's commitment to various forms of WIL experiences.

Lastly, we would like to kindly request that students who successfully complete CECE's Co-op courses (110, 120, 130, 140, 150, and 160) are granted academic credit for the proposed AIS courses that they can use towards their academic program credit requirements (if their academic program allows for this flexibility). Co-op is a WIL opportunity where students engage in paid work opportunities with integrated career education and reflective practices alike the outcomes being presented in the proposed AIS courses. All CECE's Co-op programs are [accredited](#) by [Cooperative Education and Work-Integrated Learning \(CEWIL\)](#), the governing body for Co-operative education and work-integrated learning in Canada that ensures quality Co-op programming. Our programs were recently re-accredited (March 2023) and as part of the process, CEWIL considered our institutional commitment to Co-op, quality program delivery, and monitoring and evaluation of work experiences. Offering academic credit can support Co-op as an option for students who choose this pathway to the outcomes as described in the proposed AIS courses.

CECE looks forward to feedback on the three requests as outlined above, i.e., 1) a partnered approach to development and delivery of the courses, 2) ongoing alignment and communication, and 3) academic credit for students who complete Co-op work terms.

Again, we are grateful for the chance to share our feedback and are excited at the prospect of partnering with AIS to prepare students for their future careers.

Best Regards,

Candace Stewart-Smith (on behalf of the CECE team)

Director, CECE

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**From:** Hannah Celinski [Hannah.Celinski@ufv.ca](mailto:Hannah.Celinski@ufv.ca)

**Sent:** Thursday, October 5, 2023 10:48 AM

Hello Candace,

Thank you for participating in the CWC process. Linda and I, as always, appreciate collaborating with CECE. In response I would like to clarify a few points.

AIS 280, 380, & 480 are not recently developed or new courses. ARTS 280 has been offered since 2010 and ARTS 380 & 480 since 2018. The revisions recently submitted are housekeeping items to reduce the credit value of each course to align better with enrolment planning, revise the grading process to match that of other UFV practicum courses, and update the name to help anchor the courses within the Arts and Integrated Studies (AIS) department.

Students have always been encouraged to seek the learning experiences offered by CECE and the AIS faculty has and will continue to reach out to CECE and seek opportunities for collaboration. None of this is changing because of these course revisions.

Throughout the College of Arts, we promote co-op education on a regular basis, and we are happy to continue to do so, even though our Graphic Design program is the only one to have a co-op requirement. It is worth noting, however, that AIS 280, 380, and 480 are not a substitute for or equivalent to co-op. Taking any of the co-op courses already results in academic credit that can be used towards degree completion, so I am unclear about what is meant by point number three. If you are implying students could be given credit for AIS course because they complete co-op, this would not be possible because students cannot receive credit for activities or learning they have already done for credit in another course.

I hope this addresses your requests and paves a clear path forward for collaboration.

With warm regards,

Hannah Celinski

she/her

Department Head

Arts & Integrated Studies

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**From:** Candace Stewart-Smith <[Candace.Stewart-Smith@ufv.ca](mailto:Candace.Stewart-Smith@ufv.ca)>

**Sent:** Tuesday, October 17, 2023 9:47 AM

Good morning Hannah,

Thank you for responding to my feedback on the proposed changes to the current Arts 280, 380, and 480 courses.

I appreciate the clarification provided and reminder that AIS will continue to seek opportunities for collaboration with CECE.

I would like to start with some points of clarification of my own.

- 1) In your response, you mentioned that Graphic Design is the only program in Arts where there is a co-op requirement. Actually, Co-operative Education is an elective option for all students enrolled in an Arts degree program. Students in various Arts degree programs (e.g., Criminology and Criminal Justice, Communications, Theatre, Sociology etc.) have been and are currently enrolled in the Co-operative Education program. There aren't any academic programs with a mandatory/co-op requirement.
- 2) I did understand that these courses previously existed and the reasons you seek to make these changes. You noted that the revisions to Arts 280, 380, and 480 are housekeeping items, however, I believe that the name changes, changes in credit value, revised grading process, and significant changes to the learning objectives constitute a major change. As an example, in AIS 280, three (3) new learning outcomes were introduced, four (4) were deleted, and three (3) were revised with deviation from initial. It is a similar trend with AIS 380 and 480.

Adding to my previous message and to provide clarity, If CECE were consulted prior to the submission of the changes, I would have made the following three recommendations:

**1. Ensure that Work-Integrated Learning (WIL) activities across the institution align with accreditation and provincial/national legal standards**

Rationale: [Work-Integrated Learning \(WIL\) definitions](#) were approved by CEWIL Canada membership (of which UFV is a member) on November 3, 2021. I as the CEWIL/ACEWIL/BC WIL representative at UFV will be working with the institution to ensure alignment of the terms so that we can better report our WIL engagements to the Ministry of Advanced Education and Skills Training via the Institutional Accountability Plan and Report.

As such, these proposed course changes come with a perfect opportunity for alignment of WIL terminology that accurately reflects the experience students will undertake in these courses.

The form of WIL in the AIS courses have been changed from “**practicum or internship**” to “supervised projects for a community organization or business”; which is considered **service learning** as per WIL definitions. I also note your use of “**service learning**” in outcomes 3 and 7 (of AIS 280 as an example), of which I agree. Thus, in the **Recommended Evaluation Methods and Weighting** section, “**Practicum**” is listed and should be changed to “**Service Learning**”.

Additionally, I have copied the definitions of Practicum and Internship from the CEWIL website for your consideration:

**Mandatory Professional Practicum/Clinical Placement** “*involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.*”

Internships “offers usually one discipline-specific, supervised, structured paid or unpaid, and for academic credit work experience or practice placement. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 12 to 16 months long.”

Also note that in BC, if a company does not offer at least minimum wage for work done during an internship, it is in violation of the [Employment Standards Act of BC](#).

***These definitions and regulation will warrant a consideration of how AIS 380 and 480 will be represented to students. There are other WIL definitions that may be more relevant to the experiences presented in these courses.***

**2. Coordinate efforts across the institution to ensure that the career learning content is current, and a shared language is used in our approach with students**

Moving beyond our commitment to collaboration, CECE still seeks ongoing alignment and communication between both parties to ensure we are sharing similar information to students: this will be mutually beneficial as we stay on top of new and emerging developments in the practice of career development, and 2) demonstrate a united front in bringing employers on board where CECE’s Co-operative Education (Co-op) and AIS’ placements may intersect. This is to ensure that employers understand the different experiences our students can have in the workplace without sacrificing one opportunity for another. Additionally, we show UVF’s commitment to various forms of WIL experiences. I am not sure whether you addressed this in your response, so am sharing once again.

**3. Avoid duplication of learning for students**

You are correct – students do receive academic credit for co-op courses and as mentioned above, all Arts degree students are eligible to enrol in the Co-op program, provided they maintain a GPA of at least 2.67. As much as you and I would love to see students get as many work experiences as possible, we will need to consider a situation where students may want to pursue both Co-op and AIS courses. Accruing 18 credits (Co-op) and 9 credits (3 AIS courses) may not best serve students with an area of study. To prevent this scenario, I would recommend that Co-operative Education be included as a course substitute for the AIS courses. This offers students a choice to which WIL experience will serve them better.

Revisions to this course go beyond housekeeping items as per the reduction of credit value, revised grading process, and name update. There are significant changes to the learning outcomes, inconsistencies in the WIL terminology use, and the potential for duplication of learning when co-op courses are chosen as an elective.

***As such, I do not support the approval of these proposed course revisions as presented.***

Best Regards,

Candace

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**From:** Linda Pardy <Linda.Pardy@ufv.ca>

**Sent:** Wednesday, October 18, 2023 7:32 AM

Hi Candace



Thank you for meeting with Hannah. I appreciate your feedback and as we have discussed I completely agree that there is a need to improve how individual areas define various experiential learning activities as applied to curricular and programmatic elements.

1. There is a difference between co-op being a requirement and being an elective. GDD is the only program that has co-op or practicum as a requirement. Hannah's statement was correct. All other College of Arts programs allow co-op as an elective, but none other than GDD require it. The College of Arts will continue to allow co-op as an elective – nothing is changing.

2. I am in full agreement that there is a need to align language and definitions. However, this is not a curriculum discussion or something that AIS is not responsible for. An institutional discussion that includes all institutional stakeholders is something I would recommend.

While CEWIL definitions are important to help secure support for these activities many programs also have other stakeholders, licensing bodies, partnership agreements, professional accreditation bodies and funding agencies that have definitions and required hours that need to be adhered to. In the College of Arts, we do not have professional accreditation or licensing requirements. However, we have several partners such as Global Affairs Canada that would be impacted by using only the CEWIL definition.

Also, the following program areas have various forms of practicums or internships – all which are defined and pedagogically facilitated differently (e.g., ABT, ADED, AGRI, AIS, AV, BUS, CMNS, CRIM, CYC, DENT, ECE, EDUC, FREN, GDD, HSER, IPK, KIN, LAS, LIBT, SPAN, and THEA). Some of these are in the College of Arts, but many are not. All these programs offer valuable learning opportunities for students through a variety of formats.

The practicum or internship coordinators in each of these areas have agreements and are aware of the Employment Standards Act of BC. They each work closely with UFV Legal. I am happy to share with you the agreements and advice the College of Arts has received from Stephen Gaspar as an example.

Before a request can be made for curriculum to use the same definitions, consultation with all institutional stakeholders and program designers needs to take place. I am happy to engage in this consultation process, but until we have policy in place it is unrealistic for one area, such as AIS, to conform to definitions that may or may not work for their programming or partnering agencies.

Sincerely Linda

Dr. Linda Pardy  
Associate Dean of Students  
College of Arts



## MEMO

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**To:** LINDA PARDY  
**From:** SYLVIE MURREY  
**Cc:** TARA KASZONYI, MARK FISCHER  
**Subject:** COURSE REVISION BUDGET APPROVAL: AIS 480, ARTS AND INTEGRATED STUDIES, COLLEGE OF ARTS  
**Date:** JUNE 12, 2023

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Dear Linda,

Please accept this memo as confirmation that my office has conducted a budget analysis of the proposed implication of the revisions to the course AIS 480, and I approve its submission to CACC and UEC for curriculum review.

Thank you,

A handwritten signature in black ink that reads "Sylvie Murray".

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



ORIGINAL COURSE IMPLEMENTATION DATE: September 2010  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 280                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                            |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to Work Integrated Learning                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Course Short Title:</b> Intro to Work Int Learning                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> Arts & Integrated Studies                                                                                                                                                                                                                                                                                                                                        |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students are introduced to Work Integrated Learning (WIL) through a combination of career development classroom-based learning and supervised projects for a community organization or business. Based on student's areas of interest they explore various employment sectors.                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | 15 university-level credits and a CGPA of 2.67.                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <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>ARTS 280</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>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): 36 |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>33</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>28</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>61</b></td> </tr> </table>                                                    |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                               | 33 | Experiential (work-integrated learning) | 28 |  |  |  |  |  |  | <b>Total hours</b> | <b>61</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>the immediate learning as a result of practicum engagement is difficult to evaluate retroactively. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                               | 33        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| Experiential (work-integrated learning)                                                                                                                                                                                                                                                                                                                                                                           | 28        |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>61</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| 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 Arts Studies</b>                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> January 28, 2021                                                                                                                                                                                                                                                                                                                                                                          |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 2022                                                                                                                                                                                                                                                                                                                                                                             |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                          |    |                                         |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Articulate the goals and values of the host organization.
2. Develop a personalized workplan.
3. Identify the skills developed as a result of the service learning experience.
4. Demonstrate responsible, inclusive, and responsive workplace practices.
5. Demonstrate the ability to work both independently and in a team situation.
6. Reflect on knowledge and skill transfer between learning and workplace contexts.
7. Articulate the personal benefits and challenges of participating in service learning.

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

|            |     |              |     |   |
|------------|-----|--------------|-----|---|
| Portfolio: | 25% | Assignments: | 25% | % |
| Practicum: | 30% | Project:     | 20% | % |

**Details:**

Students produce a variety of reflective assignments and projects that build towards a short portfolio to document their learning experiences.

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

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

| Type               | Author or description | Title and publication/access details                                                                     | Year |
|--------------------|-----------------------|----------------------------------------------------------------------------------------------------------|------|
| 1. Online resource | CERIC Online portal   | Wayfinder Search Site <a href="https://ceric.ca/wayfinder/">https://ceric.ca/wayfinder/</a>              |      |
| 2. Online resource | WorkBC                | Plan a Career <a href="https://www.workbc.ca/plan-career">https://www.workbc.ca/plan-career</a>          |      |
| 3. Online resource | ArtsWorx              | Student Resources & WIL Opportunities<br><a href="https://www.artsworx.ca/">https://www.artsworx.ca/</a> |      |
| 4. Online resource | Careering Magazine    | Various articles <a href="https://ceric.ca/careering-magazine/">https://ceric.ca/careering-magazine/</a> |      |
| 5.                 |                       |                                                                                                          |      |

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

Work Integrated Learning activities will be 28 hours completed within a single semester. The breakdown of the placement hours will be determined by the host organization, the faculty supervisor, and the student.

- Introduction to Work Integrated Learning
- Overview of host organization and roles and responsibilities
- Relationship building with host organization
- Work planning
- Project work at host organization
- Career development reflective practice
- Skill transfer articulation and demonstration



ORIGINAL COURSE IMPLEMENTATION DATE: January 2018  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------|----|--|--|--|--|--|--|--------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 380                                                                                                                                                                                                                                                                                                                                                                                                                               |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                      |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Practicum/Internship I<br><b>Course Short Title:</b> Practicum/Internship I                                                                                                                                                                                                                                                                                                                                                                |            |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Department (or program if no department):</b> Arts & Integrated Studies                                                                                                                                                                                                                                                                                                                                                  |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students apply classroom and disciplinary learning to work related to a domestic or international practicum or internship.<br><br>Note: This course will be offered under different letter designations (e.g. C-Z). The course may be repeated for credit twice, provided the letter designation differs.<br>Note: Students with credit for ARTS 380 cannot take this course for further credit.                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | 45 university-level credits, a CGPA of 2.67, and an approved practicum application.                                                                                                                                                                                                                                                                                                                                         |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <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>ARTS 380</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>Yes</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every semester</b><br>Maximum enrolment (for information only): 36 |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Experiential (internship)</td> <td>80</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>100</b></td> </tr> </table> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |            | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                             | 20 | Experiential (internship) | 80 |  |  |  |  |  |  | <b>Total hours</b> | <b>100</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>the immediate learning as a result of practicum engagement is difficult to evaluate retroactively. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 20         |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| Experiential (internship)                                                                                                                                                                                                                                                                                                                                                                                                                                            | 80         |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>100</b> |                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <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> January 2022                                                                                                                                                                                                                                                                                                                                                                                        |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Date of meeting:</b> February 2022                                                                                                                                                                                                                                                                                                                                                                                       |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                              |            | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                    |    |                           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Work independently as a productive member of the host organization.
2. Demonstrate responsible, inclusive, responsive, and professional workplace practices.
3. Apply skills and knowledge gained in their field of study to practicum or internship tasks.
4. Evaluate their ability to apply knowledge and skills, including their strengths and weaknesses.
5. Reflect critically on their personal and professional career development.
6. Produce a plan for further personal and/or professional development.
7. Articulate the personal, social, and professional benefits and challenges of participating in the practicum or internship.
8. Present a personal career narrative for use in professional or career building context.

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

|              |     |            |     |   |
|--------------|-----|------------|-----|---|
| Assignments: | 25% | Portfolio: | 25% | % |
| Practicum:   | 50% |            | %   | % |

**Details:**

Students must successfully complete the practicum/internship to receive credit for the course. Successful completion is evidenced by the placement supervisor's reports to the faculty supervisor that indicate, at minimum, satisfactory performance in the practicum.

The typical assessment tool will be a combination of short self-reflective assignments and a final portfolio which provides evidence that each of the course learning outcomes has been met, as well as any additional requirements established by the faculty supervisor and the placement supervisor. The portfolio will likely include reflections, samples of work done as part of the practicum/internship, journal entries, and an updated resume.

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

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

| Type                    | Author or description              | Title and publication/access details                                                                                             | Year |
|-------------------------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Online resource      | Careering Magazine                 | Various online articles <a href="https://ceric.ca/careering-magazine/">https://ceric.ca/careering-magazine/</a>                  |      |
| 2. Online resource      | Assoc. for Talent Development      | Various online articles <a href="https://www.td.org/">https://www.td.org/</a>                                                    |      |
| 3. Article              | Brewer, A.M., Select Chapters from | <i>The future of work: Careers, Thinking, Strategizing, and Prototyping</i> . Emerald Publishing.                                | 2022 |
| 4. Article              | Anders, G. – Selected Chapters     | <i>You can do anything: The surprising power of a "useless" liberal arts education</i> . New York, NY: Little Brown and Company. | 2017 |
| 5. Indigenous knowledge | Arney, N.                          | A relational understanding of learning: Supporting Indigenous work-integrated learning students.                                 | 2022 |

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

As required for placement.

**Course Content and Topics**

Placement will be 80 hours completed within a single semester. The breakdown of the placement hours will be determined by the placement supervisor, the faculty supervisor, and the student.

Pre-placement training, weekly self-reflective exercises, and career development seminars will be 20 hours completed within a single semester. The student will:

- Attend pre-placement workshops or meetings.
- Participate in weekly reflective discussion/journal responses.
- Produce mid-term and final practicum or internship progress reports.
- Attend required career development seminars.



ORIGINAL COURSE IMPLEMENTATION DATE: September 2018  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------|----|--|--|--|--|--|--|--------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 480                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                               |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Practicum/Internship II                                                                                                                                                                                                                                                                                                                                                                                                                           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Course Short Title:</b> Practicum/Internship II                                                                                                                                                                                                                                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                  |            | <b>Department (or program if no department):</b> Arts & Integrated Studies                                                                                                                                                                                                                                                                                                                                                                                                                           |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>Students advance their workplace skill development and transfer classroom and disciplinary learning domestic or international work integrated learning experiences.<br><br>Note: Students cannot take ARTS 480 more than once.<br>Note: Students with credit for ARTS 480 cannot take this course for further credit.                                                                                                                       |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | 75 university-level credits including (one of AIS 380 [formerly ARTS 380], CMNS 412, CRIM 281, CRIM 480, GDS 210, GEOG 396/GDS 310/SOC 396, GEOG 398/GDS 311/SOC 398, GEOG 412, GEOG 460, HIST 401, SPAN 280, SPAN 281, SPAN 380, or SPAN 381), a CGPA of 2.67, and an approved practicum application.                                                                                                                                                                                               |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <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>ARTS 480</b><br>Cross-listed with:<br>Equivalent course(s):<br><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>                                                           |            | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Credit/No Credit</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Every 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>Tutorials/workshops</td> <td style="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><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 cannot be awarded for this course because:<br>the immediate learning as a result of practicum engagement is difficult to evaluate retroactively. |  |
| 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="#">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> January 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Date of meeting:</b> February 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |           |    |  |  |  |  |  |  |                    |            |                                                                                                                                                                                                                  |  |

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

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

1. Work with limited supervision to demonstrate self-directed skills and competencies.
2. Demonstrate leadership in the workplace by showing initiative and self-motivation, being accountable, acting with integrity, upholding, and furthering organizational goals and values, and supporting others.
3. Self-evaluate their performance.
4. Map their transferable skills to their post-university career goals.
5. Engage in professional network activities.
6. Reflect on personal, social, and professional benefits of the practicum/internship to address skill gaps and produce a professional development plan.
7. Present a personal career narrative for use in two or more different professional or career building contexts.

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

|              |     |            |     |   |
|--------------|-----|------------|-----|---|
| Assignments: | 25% | Portfolio: | 25% | % |
| Practicum:   | 50% |            | %   | % |

**Details:**

Students must successfully complete the practicum/internship to receive credit for the course. Successful completion is evidenced by the placement supervisor's reports to the faculty supervisor that indicates, at minimum, satisfactory performance in the practicum. Student self-evaluation progress report will also be used to gauge successful completion.

The typical assessment tool will be a portfolio which provides evidence that each of the course learning outcomes has been met, as well as any additional requirements established by the faculty supervisor and the placement supervisor. The portfolio will likely include reflections, an updated resume, samples of work done as part of the practicum/internship, journal entries, and any other assignments required by the faculty supervisor.

**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.                 | As required and based on student's program/discipline          |                                                                                                               |       |
| 2. Online resource | Assoc for Talent Development                                   | Various online articles <a href="https://www.td.org/">https://www.td.org/</a>                                 |       |
| 3. Article         | Finnie, R., Afshar, K., Bozkurt, E., Miyairi, M., & Pavlic, D. | Barista or better? New evidence on the earnings of post-secondary education graduates: A tax linkage approach | 2016  |
| 4. Article         | Bridgstock, R., Grant-Iramu, M., & McAlpine, A. (2019).        | Integrating career development learning into <i>Graduate Employability</i>                                    | 2019\ |
| 5.                 |                                                                |                                                                                                               |       |

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

As required for placement.

**Course Content and Topics**

Practicum Placement will be 80 hours completed within a single semester. The breakdown of the placement hours will be determined by the placement supervisor, the faculty supervisor, and the student.

Pre-placement training, weekly self-reflective exercises, and career development seminars will be 20 hours completed within a single semester. The student will:

- Attend pre-placement workshops or meetings.
- Participate in weekly reflective discussion/journal responses.
- Produce mid-term and final practicum or internship progress reports.
- Attend required career development seminars.



**Memo for Course Changes**

To: CACC and UEC Chairs

From: Hannah Celinski and Candy Ho

Date: Feb 1, 2023

**Subject: Proposal for revision of: ARTS 299 Arts Portfolio: Exploring University and Career and its BIS equivalent of PORT 398 Portfolio I: Bridging University and Career, and PORT 399 Portfolio II: Designing Career Mobility**

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

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

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

2. Rationale for change:

ARTS 299, PORT 398, and PORT 399 were courses developed to support the 2017 revisions to the BA and BIS degrees. Until recently these three courses were administered through the College of Arts Dean's office and were not aligned to a specific department. As of Fall 2022, the newly formed Arts and Integrated Studies Department became the administrative home for these three courses. As part of the transition the courses are being revised to reflect the lessons learned for the evaluation of the courses.

Between 2017 and 2022 formative and summative feedback was collected as evaluation data for these courses. The early feedback was not positive and indicated that students and employers did not find value in aligning the course learning outcomes to the Institutional Learning Outcomes (ILO) which was the original design of the courses. The students also reported resented having to take the courses and often associated them with negative experiences they had in high school doing career planning.

The ILO alignment was removed from the courses in 2020-21. Since then, the feedback from students has continued to improve – with most students reporting deep gratitude for the learning experience and community building. The instructors have worked hard to make the courses more

relevant to the needs of students and they have significantly enhanced the course content and engagement factors. The current course outlines do not reflect the current practice and need to be update.

In addition, the name of the courses remains extremely problematic. Students associate the name with the very unpopular high school Planning 10 and portfolio courses. In recent discussions with high schools in the Fraser Valley they also report confusion about why students need to redo Planning 10 at UFV. From looking at the course outlines they cannot distinguish the difference between high school portfolio learning and the scholarship on career development for adult learners. For recruitment and transition between high school and university the names of the courses need to be changed to reflect the value to students investing in post-secondary to secure their work/life goals.

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 revisions actually improve the assessment of the ILOs that were originally assigned to the courses and were not being met. Specifically, the revisions ensure students meet the ILOs, particularly: Use knowledge and skills proficiently; Community effectively and Pursue self-motivated and self-reflective learning.
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? These courses are required by the BA and BIS. The course outcomes do not impact these programs, but the name changes will need to be reflected in the calendar copy for both the BA and BIS. The College of Arts Dean's Office will submit the revised calendar copies upon approval of the course changes.
5. Which program areas have been consulted about the change(s)? No one specific department has been consulted because these serve core competencies in the BA and BIS. However, Department/School Heads, Employers, and Academic Advisors have provided feedback that informed the revisions.
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 \(UNDRIP\)](#).  
Whenever possible and appropriate, Indigenous Ways of Knowing are incorporated into course components. The Indigenous wholistic framework (Pidgeon, 2012) is applied in ARTS 299/PORT 398 to frame reflective considerations of their position, passion, plan, and pivot. In PORT 399, the Seventh Generation Principle (Haudenosaunee) is used to define sustainable development and career sustainability; the Seven Grandfather Teachings is used to describe attributes that enhance employability.

In addition, and in consultation with UFV's TLC these courses will implement the Five Rs Five R's: relationships, respect, relevance, reciprocity, and responsibility. Student will practice the Five Rs as they reflect on taking on roles and responsibilities in the workplace to decolonize and Indigenize.

Kirkness and Barnhardt (2001) describe four values of Indigenous education that they argue can direct Indigenization and support university initiatives for Indigenous students. These are "respect, responsibility, relevance, and reciprocity". A fifth R, "relationships", was later added (Restoule, 2017). The five R's can be used to organize course outcomes and course delivery by weaving these values into the course structure and career development work. In addition, these values form a robust reflective tool where students can reflect on the process and product of learning through the lens of the five R's. Relationships form the center of this reflection with the other values intersecting with this value.

Reference:

*Kirkness, V.J., and Barnhardt, R. (2001). First nations and higher education: The 4R's: Respect, relevance, reciprocity, responsibility. In R. Hayhoe and J. Pan (eds) Knowledge across cultures: A contribution to dialogue among civilizations. (pp75-90). Hong Kong: Comparative Education Research Centre, University of Hong Kong.*

*Restoule, J.-P. (2017) Where indigenous knowledge lives: Bringing Indigenous perspectives to online learning environments. In E.A. McKinley and L.T. Smith (eds). Handbook of Indigenous Education. (pp1295-1317). New York, Springer.*

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

Throughout all three courses, students are asked to consider their role and responsibility to a just society. In ARTS 299/PORT 398, students are introduced to the United Nations Sustainable Development Goals, a few of which focus on reducing inequality and promoting peace and justice; students go deeper in their exploration of these goals in PORT 399 where they consider how they actively contribute to these goals through their life roles and career aspirations.

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

N/A

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

The use of open sources materials will significantly reduce costs for all three courses. Students will be provided free to use e-portfolio platforms, however depending on the level of professionalism the students select for their e-portfolios there may be marginal software or digital media costs. This cost will be an individual student choice. Students can complete these courses without accruing this type of cost.

**CWC comments and responses:****General:**

- Why is AIS 299 included in the BA and AIS 398 in the BIS, rather than a single course that can be used for both programs?

*Under the current design of the BIS most students transfer/enter the degree with their lower-level credits met. AIS 398 (formerly PORT 398) was designed to provide BIS students the upper-level credits they require. And while both AIS 299 and 398 have similar learning outcomes the course delivery methods are different between the two audiences. AIS 299 students are in the early stages of their education and career development and benefit from having career education prior to selecting a major etc. Whereas the AIS 398 students are mature or working learners that are not selecting a major but still require career development to help them pivot their occupation or reshape their previous career experiences. As the BIS continues to work on its program review recommendations we will explore if these two courses could be combined into one. However, this would result in significant revision to the BIS degree that we are not prepared to do at this time.*

**AIS 299:**

- Should any textbooks be included?

*No, there are more than ample freely available resources. Also, the topics covered in AIS 299 rapidly change and working with current labour market data and career learning materials is critical. For example, no textbook could have predicted the impact of Covid-19 had on careers, workplace environments, or education -to-employment planning.*

**AIS 398:**

- Is this intended to only be for the BIS? If so, prerequisites may need to specify admission to the BIS. If not, the PLAR section should be changed to be more general.

*This is an excellent idea. We did not know that Banner could handle having a prerequisite of admission or declaration of the BIS. We will revise! Thank you.*

- Should any textbooks be included?

*Same Response as for AIS 299 No, there are more than ample freely available resources. Also, the topics covered in AIS 299 rapidly change and working with current labour market data and career learning materials is critical. For example, no textbook could have predicted the impact of Covid-19 had on careers, workplace environments or education -to-employment planning.*

**AIS 399:**

- Prerequisite should be updated to remove ARTS 101 and reflect new course names: "75 university-level credits including one of AIS 299 (formerly ARTS 299), AIS 398 (formerly PORT 398), or ADED 472."

*This has been revised, but it will be helpful for students if it is possible to still allow those with ARTS 101 to meet the prerequisites for this course.*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2019  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|------------------------------------------|----|--|--|--|--|--------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> AIS 299                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Course Full Title:</b> Professional Practices I<br><b>Course Short Title:</b> Professional Practices 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>Students identify skills gained from a liberal arts education that equip them to self-manage their lives, work, civic, and global participation while exploring equity, diversity, and inclusion (EDI) in the workplace. They produce a personal action plan that connects their university learning to their post-university goals (e.g., career, service, graduate school).<br><br>Note: Students with credit for ARTS 101, ARTS 201, ARTS 299, AIS 398, or PORT 398 cannot take this course for further credit.<br>Note: It is recommended that this be completed within 60 credits of admission to the Bachelor of Arts.                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 9 university-level credits.                                                                                                                                                                                                                                                                                                                                                                                             |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> )<br>Former course code/number: <b>ARTS 299</b><br>Cross-listed with:<br>Equivalent course(s): <b>ARTS 101, ARTS 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>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): 36 |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <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;">20</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</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> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                         | 15 | Tutorials/workshops | 20 | Supervised laboratory hours (design lab) | 10 |  |  |  |  | <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 focus of the course is education and post-university planning at the time the student is at UFV. |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 20                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>45</b>                                                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <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> January 19, 2023                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date of meeting:</b> February 10, 2023                                                                                                                                                                                                                                                                                                                                                                               |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                |    |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                    |

**Learning Outcomes**

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

1. Describe how skills and attributes acquired with a Liberal Arts education apply to Canada's nine Skills for Success.
2. Create a personal inventory of success skills that have been achieved, are in progress, or that need future development.
3. Apply the Indigenous holistic framework using the Five Rs. (relationships, respect, relevance, reciprocity, and responsibility) to explore career development practices and inclusive workplace environments.
4. Use the ASK (Attributes, Skills and Knowledge) reflective method to conduct self-evaluations and to acknowledge the talents of others.
5. Evaluate labour market trends, occupation and potential career pathways.
6. Practice self-reflective learning and self-evaluation skills.
7. Examine equity, diversity, and inclusion in a workplace context.
8. Produce an action plan to connect university program planning with post-university goals.

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Assignments:         | 75% | % | % |
| Holistic assessment: | 25% | % | % |

**Details:**

Assignments and holistic assessment may include:

- Creation of an Identity Map (IM)
- Reflective writing or projects (e.g., art based, game based, presentation based)
- Circle work
- Journal submissions
- Low stakes writing assignments
- Role plays
- Case studies
- Short research summaries
- e-portfolios

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

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

| Type | Author or description | Title and publication/access details | Year |
|------|-----------------------|--------------------------------------|------|
| 1.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |
| 4.   |                       |                                      |      |
| 5.   |                       |                                      |      |

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

- Introduction to liberal arts (or liberal education) skills
- Introduction to Skills for Success <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>
- Embracing far transfer: articulating transferable skills
- Define career, occupation, and job
- Indigenous career development practices:
  - The Indigenous holistic framework
  - The Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
  - Circle work
- EDI and workplace practices; everyone's responsibility
- Using and assessing labour market information
- Occupation pathways from liberal arts programs.
- Self-assessment practices for creating a skills inventory and expanding work/life options
- Education to post-university planning



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------|----|--|--|--|--|--|--|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 398                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Course Full Title:</b> Professional Practices for Integrated Studies<br><b>Course Short Title:</b> Prof Practices for Int Studies                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <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 explore diverse perspectives on the meaning of work, articulate personal and professional values embedded in one's work, plan for advancement or improved personal career satisfaction, and create an individualized trajectory that bridges university learning and professional practices and expectations.<br><br>Note: Students with credit for AIS 299, ARTS 299, PORT 398, or ADED 472 cannot take this course for further credit. |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | Admission to the Bachelor of Integrated Studies and 60 university-level credits including at least 6 credits completed at UFV.                                                                                                                                                                                                                                                                                          |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <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>PORT 398</b><br>Cross-listed with:<br>Equivalent course(s): <b>ARTS 299, ADED 472</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>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): 36 |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>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><b>45</b></td> </tr> </table>                                                                                                                   |           | Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                     | 25 | Supervised laboratory hours (design lab) | 20 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>this course is designed specifically to support students to connect the variety of courses in the BIS degree to their post-university goals. |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <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> (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> January 19, 2023                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> February 10, 2023                                                                                                                                                                                                                                                                                                                                                                               |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                |    |                                          |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                                                                            |  |

**Learning Outcomes**

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

1. Assess how skills and attributes acquired through interdisciplinary study apply to Canada's nine Skills for Success and emerging hybrid occupations.
2. Create a personal inventory of success skills that have been achieved, are in progress, or that need future development.
3. Apply the Indigenous wholistic framework using the Five Rs. (e.g., relationships, respect, relevance, reciprocity, and responsibility) to explore career development practices and inclusive workplace environments.
4. Use the ASK (Attributes, Skills & Knowledge) reflective method to conduct self-evaluations and to acknowledge the talents of others.
5. Evaluate labour market trends, occupation profiles, and potential career pathways.
6. Practice self-reflective learning and self-evaluation skills.
7. Examine equity, diversity, and inclusion in a workplace context.
8. Produce an action plan to connect university programming planning with post-university goals.

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

|              |     |   |   |
|--------------|-----|---|---|
| Assignments: | 75% | % | % |
| Portfolio:   | 25% | % | % |

**Details:**

Assignments and holistic assessment may include:

- Creation of an Identity Map (IM)
- Reflective writing or projects (e.g., art based, game based, presentation based)
- Circle work
- Journal submissions
- Low stakes writing assignments
- Role plays
- Case studies
- Short research summaries
- e-portfolios

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

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

| Type | Author or description | Title and publication/access details | Year |
|------|-----------------------|--------------------------------------|------|
| 1.   |                       |                                      |      |
| 2.   |                       |                                      |      |
| 3.   |                       |                                      |      |
| 4.   |                       |                                      |      |

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

**Course Content and Topics**

- Introduction to interdisciplinarity and transdisciplinary
- Exploring the work/life patterns and strategies of working learners
- Introduction to Skills for Success <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>
- Embracing far transfer: articulating transferable skills
- Define career, occupation, and job
- Indigenous career development practices:
  - The Indigenous holistic framework
  - The Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
  - Circle work
- EDI and workplace practices; everyone's responsibility
- Using and assessing labour market information
- Occupation pathway planning: exploring hybrid occupations
- Self-assessment practices for creating a skills inventory, professional development goals, and expanding work/life options
- Education to post-university planning





ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029  
 Course outline form version: 06/18/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------------------|----|------------------------------------------|----|--|--|--|--|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 399                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                  |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Professional Practices II<br><b>Course Short Title:</b> Professional Practices 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>Students engage in critical professional practice discussions related to the future of work, mentorship, civic engagement, workplace innovation, ethical workplace practices, and career wellbeing and sustainability. They develop strategies for successful transition into post-university life, graduate studies, and/or career advancement.<br><br>Note: Students with credit for PORT 399 cannot take this course for further credit.                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | 75 university-level credits including one of ADED 472, AIS 299 (formerly ARTS 299), or AIS 398 (formerly PORT 398).                                                                                                                                                                                                                                                                                                     |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| <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>PORT 399</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>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): 36 |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>8</td> </tr> <tr> <td>Tutorials/workshops</td> <td>18</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>19</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> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                         | 8 | Tutorials/workshops | 18 | Supervised laboratory hours (design lab) | 19 |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>this is an applied course designed to support students as they transition upon graduation to post-university life. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 8         |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 18        |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| Supervised laboratory hours (design lab)                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 19        |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                         |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <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> January 19, 2023                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> February 10, 2023                                                                                                                                                                                                                                                                                                                                                                               |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                |   |                     |    |                                          |    |  |  |  |  |                    |           |                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Demonstrate a critical reflective practice, transferable skills, self-agency, and self-leadership in post-university contexts. (i.e., work, graduate or professional schools, entrepreneurial ventures, career advancement).
2. Use labour market and career development research to produce a personalized transition and/or professional development action plan.
3. Analyze ethical considerations using a variety of workplace situations considering equitable working conditions, technological changes, and social, environmental, economic, and political factors.
4. Develop or expand a career development support network plan (i.e., professional organizations, LinkedIn, colleagues, mentors, personal networks).
5. Demonstrate oral, written, and interpersonal communication skills used in a professional context.
6. Produce an "outward" facing digital application for sharing career or graduate school applications materials, and/or preparing materials for promotion within professional organizations.

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

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

**Details:**

Career development research project: 20%

Network plan (i.e., professional organization social media or LinkedIn profile): 10%

Reading responses and learning activities: 10%

Mock interview and reflection: 10%

Portfolio:

- Oral presentation and self-evaluation: 10%
- e-portfolio submission: 20%

Holistic assessments (20%) may include:

- Reflective writing or projects (e.g., art based, game based, presentation based)
- Circle work
- Journal submissions
- Low stakes writing assignments
- Role plays
- Case studies
- Short research summaries

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

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

| Type     | Author or description | Title and publication/access details                                                            | Year |
|----------|-----------------------|-------------------------------------------------------------------------------------------------|------|
| 1. Other | Michelle Weise        | Long Life Learning: Preparing for Jobs that Don't Exist Yet (copyright approved shared chapter) | 2020 |
| 2.       |                       |                                                                                                 |      |
| 3.       |                       |                                                                                                 |      |

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

- Innovation and creativity the new workplace skill
- Long life learning
- Far transfer
- Professional career practices, processes, and products (career research, e-portfolio creation, self-agency, self-leadership, presentation skills, networking skills)
- Work in the age of disruption and labour market trends
- Career development across the life span and career planned happenstance
- Equity, diversity, and inclusion; roles and responsibilities in the workplace
- Decolonizing and Indigenization the workplace:
  - Building knowledge together
  - Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
  - Reconciliation and reciprocity

- Personal identity and work/life career readiness goal setting.
- Career sustainability:
  - Economic factors
  - Social change
  - Wellness
  - Leadership
- Examples of selected topics (selected in response to student interest):
  - Hybrid careers
  - Principles of sustainable development (i.e., the United Nations Sustainable Development Goals)
  - The gig economy
  - Arts, science, and technology (STEM, STEAM, HEAT)
  - Remote work
  - Social innovation

**Memo for Course Changes**

To: CACC

From: Program Working Groups : *Power and Place: S'olh Temexw Responsibility, Reflection and (Re)Storying*) and Dialogue Associate Certificate

Date: January 22, 2023

**Subject: Proposal for revision of ARTS 401**

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

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

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

2. Rationale for change: ARTS 401 has never been offered. It was originally designed to incorporate reflective practices and the demonstration of learning on an individualized level. The former Indigenous Maps, Films, Rights and Land Claims has been revised and renamed *Power and Place: S'olh Temexw Responsibility, Reflection and (Re)Storying*) Associate Certificate. The revised associate certificate was approved by CAC Jan 27<sup>th</sup>. This course revision supports the revised associate certificate.

The Power and Place Program Working Group, led by Dr. Stefania Pizzirani in collaboration with Shirley Hardman and Drs. Lolehawk Buker and Wenona Hall and in consultation with many allies including Drs. Keith Carlson, Dave Shaepe, Adrianna Bakos, Jacqueline Nolte, Sylvie Murray, Linda Pardy, and Heather Davis-Fisch recommended that a course that moves from self-reflection to reflexive practice be added to the new version of the *Power and Place: S'olh Temexw Responsibility, Reflection and (Re)Storying*) Associate Certificate so that students taking the credential have an intentional opportunity to reflect on and transfer their learning at an individual level. In addition, the program working group for the forthcoming Dialogue Associate Certificate also has an expressed need for this course to be used in their program design.

While the concept of a portfolio that helps learners capture their reflections and learning was identified as useful, it was also identified that a decolonized format was critically needed. Therefore, the revisions to ARTS 401 account for the use reflective practice using the Five R's: relationships, respect, relevance,

reciprocity, and responsibility, and replaces the production of a former portfolio with a reconciliation action plan shared through engagement in a community of practice.

In addition, the:

1. name of the course has been revised to make explicit the purpose of the course in alignment with the three other courses offered in the forthcoming associate certificates.
2. credit value is revised from 2 credits to 3 credits to align with the course expectations of the associate certificates
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 revised to capture the needs of the revised associate certificates and more deeply address reflexive practice. They still meet the ILOs of the original course, but in addition now better address UFV's commitment to Indigenization, EDI and UDL.
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)? [Indigenous Studies, History, SOCA, PACS, SoJust, GEOG and AIS.](#)
6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

In consultation with UFV's TLC this course will implement the Five Rs Five R's: relationships, respect, relevance, reciprocity, and responsibility. In previous offerings of the former associate certificate, Indigenous Maps, Films, Rights and Land Claims most students have been non-indigenous learners and as a result, experienced new knowledge creation for the first time that required unlearning and relearning. The inclusion of ARTS 401 and the proposed revisions will support this process.

Kirkness and Barnhardt (2001) describe four values of Indigenous education that they argue can direct Indigenization and support university initiatives for Indigenous students. These are "respect, responsibility, relevance, and reciprocity". A fifth R, "relationships", was later added (Restoule, 2017). The five R's can be used to organize course outcomes and course delivery by weaving these values into the course structure. In addition, these values form a robust reflective tool where students can reflect on the process and product of learning through the lens of the five R's. Relationships form the center of this reflection with the other values intersecting with this value.

Reference:

*Kirkness, V.J., and Barnhardt, R. (2001). First nations and higher education: The 4R's: Respect, relevance, reciprocity, responsibility. In R. Hayhoe and J. Pan (eds) Knowledge across cultures: A contribution to dialogue among civilizations. (pp75-90). Hong Kong: Comparative Education Research Centre, University of Hong Kong.*

*Restoule, J.-P. (2017) Where indigenous knowledge lives: Bringing Indigenous perspectives to online learning environments. In E.A. McKinley and L.T. Smith (eds). Handbook of Indigenous Education. (pp1295-1317). New York, Springer.*

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods? [ARTS 401 is intentionally designed to support deep dialogue, interlocutor skill develop, and reflection on issues critical to increasing awareness and changing behaviours that foster positive EDI change.](#)
8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc. [The previous version was set at 2 credits because prior to talking the course students took a 1 credit intro to portfolio learning course. The one credit course has been discontinued. The shift to 3 credits reflects the expectations for the course workload and aligns it to the associate certificates it will contribute to.](#)
9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition): [None – reading materials are taken from free online sources and articles/readings accessible through UFV Library.](#)



**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2017  
**REVISED COURSE IMPLEMENTATION DATE:** September 2024  
**COURSE TO BE REVIEWED** (six years after UEC approval): October 2029  
**Course outline form version:** 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------|----|--|--|--|--|--|--|--------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> AIS 401                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                            |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Course Full Title:</b> Reflective Practice: Reconciliation and Reciprocity                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Course Short Title:</b> Reconciliation & Reciprocity                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Faculty:</b> Faculty of Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> Arts & Integrated Studies                                                                                                                                                                                                                                                                                                                                                                                        |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Calendar Description:</b><br>Students participate in a community of practice to develop a transfer of learning plan and an individualized reciprocity action plan that supports their reconciliation efforts and relationships toward decolonial futures.                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | Instructor or 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>Condensed only</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;">20</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">25</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </table> |           | Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 | Tutorials/workshops | 25 |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR cannot be awarded for this course because:<br>this course is only available to students in specific UFV associate certificates. |  |
| Lecture/seminar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| Tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Total hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes                                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i><br>Transfer credit already exists: <b>No</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Department approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> January 2023                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date of meeting:</b> February 10, 2023                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of meeting:</b> October 27, 2023                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                     |    |  |  |  |  |  |  |                    |           |                                                                                                                                                                                                 |  |

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

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

1. Contribute to a community of practice.
2. Reflect on the process and product of learning through the lens of the five R's. (e.g., relationships, respect, relevance, reciprocity, and responsibility).
3. Practice using interlocutor skills.
4. Articulate a personalized transfer of learning plan.
5. Produce an individualized reciprocity action plan.

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

|                      |     |   |   |
|----------------------|-----|---|---|
| Assignments:         | 40% | % | % |
| Holistic assessment: | 60% | % | % |

**Details:**

Holistic assessments may include:

- Circle work
- Journal writing
- Engagement in community of practice activities (e.g., brainstorming, storytelling, story listening)
- Collaborative facilitation
- Reflective sharing

Assignments:

- Transfer of learning plan (delivered in circle)
- Submission of an individual reciprocity action plan

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

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

Seminars, group activities and circle work.

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

| Type                    | Author or description            | Title and publication/access details                                                             | Year |
|-------------------------|----------------------------------|--------------------------------------------------------------------------------------------------|------|
| 1. Indigenous knowledge | Fyre Jean Graveline              | Circleworks: Transforming Eurocentric Consciousness                                              | 1998 |
| 2. Textbook             | Christina Baldwin and Ann Linnea | The Circle Way: A Leader in Every Chair                                                          | 2010 |
| 3. Article              | Leah Decter                      | Walking Unsettling Depremacy: A preliminary proposition for questioning the right to go anywhere | 2022 |
| 4.                      |                                  |                                                                                                  |      |
| 5.                      |                                  |                                                                                                  |      |

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

- Forming a community of practice
- The circle way
  - How to use the talking piece
  - How to speak with intention
  - How to listen with attention
  - What it means to have a leader in every chair
- Building knowledge together practice
  - Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
- Reflexive practice
- Interlocutor practice
- Critical walking methodologies

Individual learning related to:

- Storytelling
- Stewardship
- Art and design
- Reconciliation action planning



**Memo for Program Changes**

To: CACC, UEC

From: Hannah Celinski, Head AIS

Date: Feb 3, 2023

**Subject: Program change Bachelor of Arts and the 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: [A minor edit to how adding additional minors in the BA is worded – just housekeeping.](#)

2. Rationale for change(s): [ARTS 299, PORT 398 and 399 are being replaced by AIS 299, AIS 398, and AIS 399. Other changes are the addition of new FILM courses to the BA, removal of discontinued courses \(CMNS 120 and CMNS 300/JRNL 300\) and a discontinued program \(Aboriginal Culture and Language Support diploma\) from the BIS, and addition of new course CMNS 201/JRNL 201 to the BIS.](#)
3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes: [NA](#)
4. What consideration has been given to Indigenizing the curriculum? [See course memo for AIS 299, AIS 398, AIS 399](#)
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? [No change in enrolment expected.](#)
7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline? [No.](#)
8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.) [NA](#)

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. [NA](#)
10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. [N/A](#)

## Bachelor of Arts degree

### 3. Personal and social responsibility competencies (2 courses, 6-8 credits)

Students must demonstrate and apply learning in two areas of personal and social responsibility: civic engagement and intercultural engagement. Through civic engagement, students apply classroom learning to their communities and reflect on the personal and social benefits of active citizenship. Through intercultural engagement, students gain insight into respectful intercultural practices, which includes understanding one's cultural norms and biases and respecting and honouring cultural differences, and apply what they have learned.

| Personal and social responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Select one course from each category                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Civic engagement</b><br>Successful students will be able to: <ul style="list-style-type: none"> <li>• Articulate the aims and goals of a particular community group or activity.</li> <li>• Apply skills and knowledge acquired during BA studies in the community (external and/or internal university community).</li> <li>• Identify ways one's civic engagement benefits the individual and society.</li> <li>• Reflect on one's self development related to civic identity and participation.</li> </ul> | <ul style="list-style-type: none"> <li>• ARTS 280, ARTS 380, or ARTS 480, <a href="#">AIS 280</a>, <a href="#">AIS 380</a>, <a href="#">AIS 480</a> (with approval)</li> <li>• GDS 100/GEOG 109, GDS 260, or GDS 310/GEOG 396/SOC 396</li> <li>• GEOG 312, GEOG 412, GEOG 460, or GEOG 464/GD 464</li> <li>• IPK 402 (see Note 2)</li> <li>• VA 390</li> <li>• Approved, relevant internship or practicum not listed above</li> </ul> |
| <b>Intercultural engagement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• ANTH 111</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |

Successful students will be able to:

- Identify one's own cultural norms and biases.
- Articulate characteristics and features of another culture.
- Interpret intercultural engagement through more than cultural one perspective.
- Articulate similarities and differences between cultures in a non-judgmental way.

- ARTS 280, ARTS 380, or ARTS 480, [AIS 280, AIS 380, AIS 480](#) (with approval)
- CMNS 180
- ENGL 228
- FREN 103
- GDS 250/SOC 250 or GDS 311/GEOG 398/SOC 398
- GEOG 346 or GEOG 466/GD 466
- HIST 103 or HIST 396O
- IDS 300G
- IPK 386, IPK 401, or IPK 402 (see Note 2)
- JAPN 103
- LAS 200
- ~~MACS 399K~~ [FILM 211, FILM 312, or FILM 313](#)
- PACS 200
- SOC 200
- Approved, relevant internship, practicum, or study abroad not listed above

Note 1: Students may not use a course applied to other learning areas to meet their personal and social responsibility competencies.

Note 2: Students may use IPK 402 (9 credits) to meet both the civic engagement and the intercultural engagement competencies. Students in the Indigenous Studies major or minor cannot apply IPK 402 to the BA requirements without approval from Academic Advising.

#### 4. Career and portfolio development courses (2 courses, 6 credits)

| Course                                              | Recommended to be completed              |
|-----------------------------------------------------|------------------------------------------|
| <a href="#">AIS 299</a> or <a href="#">ARTS 299</a> | Before 60 credits                        |
| <a href="#">PORT 399</a> or <a href="#">AIS 399</a> | After 90 credits and prior to graduation |

...

#### 6. General elective courses

To plan and/or explore elective course options please book an appointment with an Academic Advisor at [ufv.ca/advising](http://ufv.ca/advising). For complete details on course offerings see the [course descriptions](#) section.

#### Important notes

- The number of students wanting to enter any Arts Honours, major, extended minor, or minor program may exceed capacity. Departments reserve the right to select competitively if necessary. The basis for selection is applicant GPA on required lower-level prerequisites; students in the BA will have priority. UFV cannot guarantee available seats in required program courses on demand.
- Arts students completing [the requirements for a Arts](#) major or double extended minor/minor from the above list may ~~also~~ combine [the major or double extended minor/minor with either of these programs with any an additional](#) UFV major, extended minor, or minor. This may;

~~however,~~ require students to complete more than 120 credits. Students may not, however, combine the following:

- A Geography major with a Physical Geography major or minor
- A Mathematics major, extended minor, or minor with a Mathematics (Statistics option) minor
- A Mathematics major, extended minor, or minor in Arts with a Mathematics major or minor in Science
- A Sociology/Anthropology major with extended minors or minors in Sociology or Anthropology
- An English major, Creative Writing concentration or an English Honours, Creative Writing with a Creative Writing extended minor or minor
- Two extended minors/minors in creative practice disciplines: Creative Writing, Graphic Design, Theatre, and Visual Arts (students interested in combining study in two such areas are encouraged to explore the **Bachelor of Fine Arts**)

# Bachelor of Integrated Studies degree

## Program requirements

There are sets of requirements for the BIS.

1. [Degree, breadth, and portfolio requirements](#)
2. [Core competencies requirements](#)
3. Electives for the General option, minor(s), or Theme

## Degree, breadth, and portfolio requirements

To receive a Bachelor of Integrated Studies degree students must complete the following minimum requirements:

- 120 credits with a minimum cumulative grade point average (CGPA) of 2.00, of which 30 must be completed at UFV.
- 45 upper-level credits, of which 24 are completed at UFV.
- CGPA of 2.00 in the BIS degree.
- CGPA in courses for minor(s), as specified by minor program.
- CGPA of 2.00 in all upper-level credits.
- The 120 credits must incorporate the breadth requirement.

In addition, students must complete the following two requirements:

- **Breadth requirement:** Completion of one or more courses in each of at least six separate disciplines, as identified by course prefix (e.g. AGRI, ANTH, ASTR, BIO, BUS, etc.).
- ~~E-Portfolio requirement:~~ [Professional Practices](#) ~~Completion of~~ PORT 398 [or AIS 398](#) and PORT 399 [or AIS 399](#).

## Core competencies requirements

1. [Effective Communications](#)
2. [Use and Interpretation of Numerical Data](#)
3. [Scientific Practice](#)
4. [Digital Competency](#)
5. [Intercultural Engagement](#)
6. [Professional Competency](#)

### 1. Effective communications

| Core competency       | Requirement          |
|-----------------------|----------------------|
| Written communication | CMNS 125 or ENGL 105 |

**Additional written,  
oral, or visual  
communication**

One of: (see Notes)

- ABT 135, AH 100, AH 101, AH 102, AH 204, CMNS 115, ~~CMNS 120~~, CMNS 175, ~~CMNS 201/JRNL 201~~, CMNS 235, CMNS 251, ~~CMNS 300/JRNL 300~~, ENGL 104, ENGL 200, ENGL 208, ENGL 210, ENGL 211, ENGL 212, ENGL 213, ENGL 214, ENGL 215, GD 101, GD 102, GD 157, GEOG 257/CMNS 257, HSER 120, MEDA 222, MEDA 260, SOC 254, THEA 111, THEA 112, VA 113, VA 115, VA 116, VA 160, or VA 180
- Any 100-level or above course taught in a language other than English, including beginning and introductory language courses
- Or completion of one of the following credentials:
  - ~~Aboriginal Culture and Language Support diploma~~
  - [Paralegal certificate](#)
  - [Paralegal diploma](#)
  - [Records Management certificate](#)

Note 1: Students applying to the Applied Management concentration will need to complete one of CMNS 125, CMNS 175, or CMNS 251.

Note 2: Any 100-level or above course taught in a language other than English, including beginning and introductory language courses, can be used to meet either the Effective Communications requirement or the Intercultural Engagement requirement. A single language course can only be used to meet one requirement, but students may choose to complete an additional language course to meet another requirement.



**UEC Pre-Check Rubric**

Course Submissions (This form applies to both new course and course change submission.)

**Rationale Memo**

1. Course changes: Each checked box from Question 1 is addressed in the rationale (Question 2).
2. New course: Rationale for creating the new course and prerequisites are articulated.
3. Changes to learning outcomes or new course outcomes reflect [UFV Curriculum Quality Guidelines](#).
4. All relevant departments and program areas have been consulted about new courses or about changes to courses that may affect them and their responses to consultation are included.
5. The memo explains how the course contributes to Indigenization or decolonization at UFV through its outcomes, course content, assignment design, or instructional methods.
6. The memo explains how the course reflects principles of Equity, Diversity, and Inclusion through its design, content, or approaches.
7. The Dean has seen the proposal and confirms any budgetary implications are understood.

**Official Course Outline**

8. The current course outline form is used and changes are tracked.
9. The Calendar Description explains what the course is about in language that is consistent with the discipline and easy to understand. The focus is on the course topics and student activities, not on instructional methods or assessment. Notes are used correctly.
10. Changes to prerequisites are explained and evidence for the need to change is provided. Changes are in accordance with Policy 84.
11. Typical structure of hours is clear and adds up. Hours make sense given the number of credits.
12. All Course Details sections are complete.
13. Learning outcomes align with the level of the course; are specific, measurable, and achievable (See UFV's [Developing Learning Outcomes](#) booklet for more information); and demonstrate the
14. integration of Indigenous epistemologies and pedagogies when possible.
15. Assessment methods align with learning outcomes. Details of assessment are provided so it is clear where the marks are assigned.
16. The Typical Instructional Methods section is used to show Indigenization and decolonization through pedagogy, to explain classroom approaches, or to provide additional necessary information about the way the course is taught.
17. Texts and Resource Materials are current and align with the course content and learning outcomes.
18. The Course Content and Topics section is concise, but detailed enough for students and transfer institutions to understand the typical structure of the topics throughout the semester.